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.
State of the SELPA

DON'T-STRESS

BUSINESS AS USUAL
Positive News: state revenues far exceed projections + infusion of federal relief

K-12 Overall
• 3.84% compound COLA on LCFF (2.31% not received last year + 1.5% estimated for 21-22)
• Eliminates cash deferrals planned for Feb 2022 thru May 2022, but 2020-21 deferrals still exist
• Distance Learning: $2.3B one-time payment to defray increased costs
• Learning Loss Mitigation: $4.4B to target low-income, ELL, foster and homeless (e.g. ESY, summer school)
• Mental Health: $440M incentive grants to encourage services to students and innovative partnerships
• Safe Reopening: $2B to fund Gov's in-person instruction incentive plan (Safe Schools for All)
Fiscal Update - Proposed 20-21 State Budget

Positive News: state revenues far exceed projections + infusion of federal relief

Special Education
• 1.5% COLA: Increase from $625.00 to $634.38/ADA
• No "Super COLA" (no make up of 2.31% from last year)
• No further structural changes to AB 602 funding model
• Other Special Ed Funding
  • PLNs to support capacity to access Medi-Cal funds ($5M one-time)
  • Lead COE for Medi-Cal billing system of support ($250K)
  • Study to examine certification/oversight of NPS placements ($500K one-time)
Questions?

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COVID-19 and Special Education Dispute Resolution*
COVID-19 and Special Education Dispute Resolution

These dispute resolution options are being provided to reiterate the importance of Individualized Education Program (IEP) teams working together during this unprecedented time in education to address the needs of students and ensure the provision of a free appropriate public education (FAPE). Although disputes may occur, the California Department of Education (CDE) expects that LEAs will make every effort to resolve disagreements with families collaboratively and informally whenever possible.

https://www.cde.ca.gov/sp/se/lr/om122220.asp
COVID-19 and Special Education Dispute Resolution

Alternative Dispute Resolution:

The ADR process is less formal than a due process hearing and intends to maintain positive relationships between families and LEA staff by working collaboratively toward solutions. ADR is a voluntary method of resolving disputes and may not be used to delay the right to a due process hearing.

The Charter SELPA currently offers Resolution Sessions both proactively and reactively, in response to Due Process filings or CDE complaints.

https://www.cde.ca.gov/sp/se/lr/om122220.asp
COVID-19 and Special Education Dispute Resolution*

State Complaints:

A compliance complaint may be filed with the CDE, formally requesting an investigation of an alleged violation of federal or state special education laws or regulations by an LEA. The violation must have occurred not more than one year prior to the date the complaint is received by the CDE....If the CDE finds the LEA out of compliance, the CDE's report must include “corrective actions” that are required to address the needs of the student or group of students involved in the complaint and appropriate future provision of services for all children with disabilities.

https://www.cde.ca.gov/sp/se/lr/om122220.asp
COVID-19 and Special Education Dispute Resolution*

Mediation:

Mediation is an impartial process that brings together parties that have a dispute concerning any matter related to alleged violations of federal and state special education laws OR to resolve issues relating to the identification, assessment, or educational placement of a child or to a FAPE. Mediations involve confidential discussions with a qualified and impartial individual. The goal of mediation is for the parties to resolve the dispute and execute a legally binding written agreement reflecting that resolution (34 CFR 300.506[b][6] and [7]). Mediation may not be used to deny any other rights afforded under 34 CFR 300.506(b)(1)(ii).

https://www.cde.ca.gov/sp/se/lr/om122220.asp
COVID-19 and Special Education Dispute Resolution*

Mediation for CDE Complaints:

A request for mediation may be made for a special education complaint filed with the CDE. Code of Federal Regulations, Title 34 (34 CFR), Section 300.152(a)(3)(ii) requires the CDE provide the opportunity for a parent who has filed a complaint and the LEA to voluntarily engage in mediation. The CDE makes that opportunity available through a contract with the OAH. The parent and LEA may agree in writing to extend the complaint timeline so they can participate in mediation. A request for mediation of a special education complaint may be sent to the CDE by fax to 916-327-8878, by email at speceducation@cde.ca.gov

https://www.cde.ca.gov/sp/se/lr/om122220.asp
COVID-19 and Special Education Dispute Resolution

Due Process:

Parents, legal guardians, and surrogate parents of children with disabilities have the right to request an impartial due process hearing regarding the identification, assessment, and educational placement of a child or the provision of a FAPE. A request for a due process hearing must be filed with the OAH within two years from the date of the alleged action that forms the basis of the due process complaint (20 USC 1415[b][6]; 34 CFR 300.507; EC 56501 and 56505[l]). An OAH hearing decision is final and binding on both parties (EC 56505[h]).

https://www.cde.ca.gov/sp/se/lr/om122220.asp
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CALPADS: Overdue Annual and Initial Monitoring

- Original CDE letter to field on 9.22.20: Notification to LEAs; expectation of 20% reduction monthly

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

- 1.8.21 CDE provided an additional update to SELPAs on this topic and the result of their ongoing data collection

- CDE was set to pull this data set again on 1.18.21. If, at that time, the LEA has demonstrated the inability to reduce their overdue eligibility evaluations and/or overdue annual IEPs, the CDE will make individual determinations of noncompliance and require corrective actions
CALPADS: Overdue Annual and Initial Monitoring

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

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

- Due to COVID there were no new calculations conducted for Spec Ed Monitoring. As such, LEAs will remain in the same tier of Spec Ed Monitoring, that they were identified for in the 19.20 monitoring cycle. For instance, if an LEA was in Targeted Review during the 19.20 monitoring cycle, they will remain in that tier for this current 20.21 cycle.
  - The only exception to this is if an LEA is being identified as Significantly Disproportionate for the first time in the 20.21 monitoring cycle. In that case, the LEA will shift into Intensive Review.

- LEAs will NOT be required to develop new SEPs for the 20.21 cycle. However, CDE has indicated that they will need to update their current SEP to reflect activities they have implemented.
What we DO know (cont'd):

- LEAs identified as Sig Dis, will work through the Sig Dis process accordingly, and work towards developing a CCEIS plan (it doesn't appear that there have been substantive changes to this process but this could change)

- Disproportionality for the 20.21 monitoring cycle will move back from next Fall, to this Spring. More information will flow out from CDE in April
[Mini] Mega Letters

• What we DO NOT know:
  • What the "updates" to the SEP will look like, and what SELPAs' involvement will be
  • When these updates will be due
  • What Disproportionality will look like
Dispro Corrective Actions

**January 21**- Student Level Corrective Actions due

**February 5**- Policy and Procedure Corrective Actions due
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General Reminders and Updates
Reopening Resources

• New Safe Schools for All Hub – [schools.covid19.ca.gov](http://schools.covid19.ca.gov) – launched as a one-stop shop for state guidance and resources on safely resuming in-person instruction

• School staff and parents can report school-specific safety concerns to the State Safe Schools Team via online web portal and telephone hotline

• School administrators can request technical assistance on developing and implementing safety plans from the State Safe Schools Team via online web portal

• Consolidated and updated guidance provides framework for safe reopenings and reflects additional resources to implement school-centered COVID-19 testing
Reopening Resources

COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year

January 14, 2021

COVID-19 School Guidance Checklist

January 14, 2021
The CAASPP and the ELPAC are required by state and federal laws. All public schools are required to administer these assessments in the relevant grade levels.
Letter to District of Residence

• Required to send when a student is expelled or disenrolls from charter school
• Available in the SEIS Document Library

(On Charter School Letterhead)

[Insert Name] Superintendent
[Insert Name of District Office]
[Insert Address]

[Insert Date]

Re: Notice of Student Expulsion or Disenrollment
[Insert Pupil’s Name], Pupil

Dear Superintendent [Insert Name]:

Pursuant to Education Code §47605(d)(3), please be advised that, as of [Insert Date], pupil, [Insert Pupil’s Name] has [been expelled/ disenrolled] from the [Insert Name] Charter School.

The above-mentioned pupil’s last known address is as follows:

[Insert Pupil’s last known address]

The Charter School will provide the [Insert District Name] District with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information regarding the pupil upon receipt of written request. Please mail all written requests to: [add contact name and address of charter school]

Sincerely,

[Insert Name]

Cc: Parent of Child
Student File
<table>
<thead>
<tr>
<th>Document Name</th>
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</thead>
<tbody>
<tr>
<td>Agenda - Draft</td>
</tr>
<tr>
<td>Behavior Emergency Report Form</td>
</tr>
<tr>
<td>Behavioral Intervention Plan (BIP) - Fillable</td>
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<tr>
<td>Caregiver Affidavit</td>
</tr>
<tr>
<td>Certificate of Completion Guidelines</td>
</tr>
<tr>
<td>Charter ESY FAQ</td>
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<tr>
<td>Child Find - Sample - Letter Revocation of Consent</td>
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<tr>
<td>Child Find Sample Letter</td>
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<tr>
<td>Child Find Sample Letter (Spanish)</td>
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<tr>
<td>Disenrollment Letter</td>
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<tr>
<td>Exchange of Information (September 2018)</td>
</tr>
<tr>
<td>Exchange of Information (Spanish Translation)</td>
</tr>
<tr>
<td>FAQ - Charter SELPA</td>
</tr>
</tbody>
</table>
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CALPADS and SEIS Update

**Suggested Milestones**

- **Now – 10/7**: Complete student profile data population in local SIS. Complete SWD data population in SEDS. Obtain SSIDs for new students in CALPADS.
- **Now – 10/23**: Submit and post SENR, SINF, SPRG, SELA, SPED, & SSRV records. Review validation errors and reconcile as needed.
- **10/26 – 11/6**: Resolve certification errors, anomalies. Review snapshot reports and update records as needed.
- **11/9 – 11/13**: Send reports to local data stewards, site leaders and administrators for approval.
- **11/16 – 11/20**: LEA approval.
- **11/23 – 12/18**: SELPA approval.

**Fall 1 Amendment Window:**

Closes Jan 29th
CALPADS Fall 1 – Due January 29th

January 26 – All ERRORS must be fixed and LEA approved to SELPA

Jan 26-29 – SELPA will review and if valid, will certify

Overview – SELPA cannot certify data with ERRORS and student records with ERRORS are likely to not count in CALPADS reports used for funding, etc.
The El Dorado Charter SELPA is making the SEIS E-signature program available for all Charter members during the 2020-21 school year at **NO COST** to the charters!

- E-signature updates
  - Forms in Spanish
  - Signatures may be added to individual pages
NEW SEIS Feature

Transferred Students

- Clicking on transferred students takes you to the magnifying glass, where you may adopt the latest meeting/amendment reported in SEIS.

![CALPADS Alerts Diagram]

1. Missing Transactions
2. Transferred Students
3. Preschool Program Settings
4. Program Settings
• Please reference the January Data Newsletter for tips to assist you with Child Find and preventing CERT 132 errors. These errors can occur year-round and are not unique to Fall 1 Reporting.

• The monthly newsletter is your local resource for all things data related. If you have suggested topics or questions, please contact your Program Technician.
2020-21 Personnel Data Report

Mid-April – Reporting Window expected to open

June 11 – Submissions will be due

Overview – This is a report of FTE employees (direct or contract) which support SWD as of Census Day which was 7 Oct 2020.
Continued Data Reporting

• SELPA recommends that all transactions are reported to CALPADS weekly to maintain the accuracy of all data collection and reporting.

• Please affirm meetings within 48 hours and submit these transactions. This action will directly decrease the number of late meetings appearing in the CDE data pulls.
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Special Education Teacher Shortage

- 70% decrease nationally in enrollment in teacher education programs.
- 60% of first-year SPED teachers without a full special education credential 2017-18. CTC
- 25% - special education teacher turnover rate
Solutions

Promote within

Reaching out to local and online universities about potential intern candidates

Connect with teacher placement organizations

Edjoin Posting Tips

*Mod/Severe Education Specialist vacancies: If no qualified candidates can be found, CTC’s Special Education Limited Assignment Teaching Permit (SELAP) may be a way to temporarily hire or transition a mild/moderate education specialist into a mod/severe opening.
Resources
Paraeducator SELPA Resources

Guidelines & Resources


Paraeducator Academy

1/26/21  1:30 pm - 4:00 pm
Register Here:
https://qrgo.page.link/n7c98

3/24/21  9:30 am -12:00 pm
Register Here:
https://qrgo.page.link/LbSHS
Supporting English Learners with Disabilities

Register Here:
https://icoe.k12oms.org/1168-191544 Password= El Dorado

Pre-referral and Referral, Assessment, and IEP Processes for English Learners who May be eligible for Special Education

1/25/21 10:30 a.m. - 11:30 a.m.
4/19/21 10:30 a.m. - 11:30 a.m.
Social-Emotional Trauma-Informed Series

Schoolwide Trauma-Responsive Practices (Tier 1)
3/25/21 2:00- 3:30 PM

Trauma-Informed Social Emotional Learning
3/29/21 2:00-3:30 PM

Trauma-Informed Restorative Practices
4/8/21 2:00-3:30 PM

Register Here:
https://zoom.us/meeting/register/tJEqc-ytgTspE9cVTZh-1jXq9TY6jyO9yPL6
Legal Forum – Virtual

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

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

Register Here:
https://edcoe.zoom.us/webinar/register/WN_WiZm1Z6rQpWh4Kd0usBrow
INSPIRATION TO ACTION
FORWARD TOGETHER GROWING TOGETHER

Thursday 2.25.21  2pm – 4pm PST
&  Friday 2.26.21  11am – 2pm PST

Register Here:
https://whova.com/portal/registration/itas_202102/
INSPIRATION

Register Here:
https://whova.com/portal/registration/itas_202102/
Upcoming Professional Learning Network Meeting

❖ SoCal - April 7, 2021 10:00 a.m. - 12:30 p.m.
❖ NorCal – April 14, 2021 10:00 a.m. - 12:30 p.m.
❖ The meetings will be hosted via Zoom
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Thank you.
Stay safe and healthy!