

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN CHARTER SELPA STEERING and FINANCE COMMITTEE MEETING
November 19, 2020 – 1:00 p.m. Virtual via Teleconference
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

AGENDA

NOTICE: This meeting will be held virtually only. If members of the public wish to participate in the meeting and/or make public comment, please follow the instructions below to participate telephonically:

PARTICIPATE BY PHONE:

Dial Access Number: 1-415-655-0003

When prompted - enter Access Code: 177 657 7913

Follow directions as a Participant; an Attendee I.D. is not required to participate.

If you wish to make a public comment at this meeting, prior to the meeting please submit a request to address the Steering and Finance Committee to the recording secretary via fax at 1-760-242-5363 or email jamie.adkins@cahelp.org. Please include your name, contact information and which item you want to address.

Reasonable Accommodation: if you wish to request reasonable accommodation to participate in the meeting telephonically, please contact the recording secretary (via contact information noted above) at least 48 hours prior to the meeting.

1.0 CALL TO ORDER

2.0 ROLL CALL

3.0 PUBLIC PARTICIPATION

The public is encouraged to participate in the deliberation of the Desert/Mountain Charter SELPA Steering Committee. Several opportunities are available during the meeting for the Council to receive oral communication regarding the presentations of any items listed on the agenda. Please ask for recognition either before a presentation or after the presentation has been completed. Please complete and submit a “Registration Card to Address the Desert/Mountain Charter SELPA Steering Committee” to the Recording Secretary and adhere to the provisions described therein.

4.0 ADOPTION OF THE AGENDA

4.1 **BE IT RESOLVED** that the November 19, 2020 Desert/Mountain Charter SELPA Steering and Finance Committee Meeting Agenda be approved as presented.

5.0 CONSENT ITEMS

It is recommended that the Charter Steering Committee consider approving several Agenda items as a Consent list. Consent Items are routine in nature and can be enacted in one motion without further discussion. Consent items may be called up by any Committee Member at the meeting for clarification, discussion, or change.

5.1 **BE IT RESOLVED** that the following Consent Items be approved as presented:

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- 5.1.1 Approve the October 15, 2020 Desert/Mountain Charter SELPA Steering and Finance Committee Meeting Minutes.

6.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

6.1 Legislative Updates

Jenae Holtz will present details of Assembly Bill (AB) 2657.

6.2 California State Testing Update

Jenae Holtz will present the latest California state testing update.

6.3 CAHELP Special Education Summit

Jenae Holtz will share the outcomes from Day 1 and Day 2 of the CAHELP Special Education Summit.

6.4 Desert/Mountain Children’s Center Client Services Reports

Linda Llamas will present the Desert/Mountain Children’s Center Client Services monthly reports.

6.5 Professional Learning Summary

Heidi Chavez will present the D/M Charter SELPA’s Professional Learning Summary.

6.6 Resolution Support Services Summary

Kathleen Peters will present the D/M Charter SELPA’s Resolution Support Services Summary.

6.7 Office of Administrative Hearings COVID-19 Decisions

Kathleen Peters will review Office of Administrative Hearings (OAH) COVID-19 decisions.

6.8 Prevention and Intervention Updates

Kami Murphy will present Prevention and Intervention Updates.

6.9 Compliance Update

Peggy Dunn will present an update on compliance items from the California Department of

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Education (CDE).

7.0 FINANCE COMMITTEE REPORTS

8.0 INFORMATION ITEMS

8.1 Pupil Count/CalPads Certification Memo

8.2 Monthly Occupational & Physical Therapy Services Reports

8.3 Upcoming Professional Learning Opportunities

9.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

9.1 HOLA Training

10.0 CEO COMMENTS

11.0 MATTERS BROUGHT BY THE PUBLIC

This is the time during the agenda when the Desert/Mountain Charter SELPA Steering Committee is again prepared to receive the comments of the public regarding items on this agenda or any school related special education issue.

When coming to the podium, speakers are requested to give their name and limit their remarks to three minutes.

Persons wishing to make complaints against Desert/Mountain Charter SELPA Steering Committee personnel must have filed an appropriate complaint form prior to the meeting.

When the Desert/Mountain Charter SELPA Steering Committee goes into Closed Session, there will be no further opportunity for citizens to address the Council on items under consideration.

12.0 ADJOURNMENT

The next regular meeting of the Desert/Mountain Charter SELPA Steering Committee will be held on Thursday, December 17, 2020, at 1:00 p.m., at the Desert Mountain Educational Service Center, Aster/Cactus Room, 17800 Highway 18, Apple Valley, CA 92307.

Individuals requiring special accommodations for disabilities are requested to contact Jamie Adkins at (760) 955-3555, at least seven days prior to the date of this meeting.

DESERT/MOUNTAIN CHARTER SELPA STEERING and FINANCE COMMITTEE MEETING

October 15, 2020 – 1:00 p.m.

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D/M CHARTER SELPA MEMBERS PRESENT:

Allegiance STEAM – Callie Moreno, Aveson Global – Kelly Jung, Ballington Academy – Gisella Wong, Desert Trails Preparatory Academy (DTPA) – Sarah Ballard, Debra Tarver, Elite Academic Academy – Susana Waisman, Encore Jr/Sr High – Eric Buries, Julia Lee Performing Arts – Mikaleen Klepper, LaVerne Elementary Prep (LEPA) – Sarah Ballard, Debra Tarver, Leonardo da Vinci – Josh Stepner, Odyssey Charter – Chasityflame Price, and Pasadena Rosebud Academy – Shawn Brumfield.

CAHELP, SELPA, & DMCC STAFF PRESENT:

Jamie Adkins, Guille Burgos, Heidi Chavez, Ariel Clark, Danielle Cote, Tara Deavitt, Peggy Dunn, Marina Gallegos, Bonnie Garcia, Renee Garcia, Colette Garland, Derek Hale, Jenae Holtz, Linda Llamas, Maurica Manibusan, Robin McMullen, Angela Mgbeke, Kami Murphy, Lisa Nash, Sheila Parisian, Kathleen Peters, Daria Raines, Jennifer Rountree, Veronica Rousseau, Adrienne Shepherd-Myles, Jessica Soto, Pamela Strigglers, Jennifer Sutton, Athena Vernon, and Charis Washington.

1.0 CALL TO ORDER

The regular meeting of the California Association of Health and Education Linked Professions Joint Powers Authority (CAHELP JPA) Desert/Mountain Charter SELPA Steering and Finance Committee Meeting was called to order by Chairperson Jenae Holtz, at 1:02 p.m., at the Desert/Mountain Educational Service Center, Apple Valley.

2.0 ROLL CALL

3.0 PUBLIC PARTICIPATION

None.

4.0 ADOPTION OF THE AGENDA

4.1 **BE IT RESOLVED** that a motion was made by Debra Tarver, seconded by Josh Stepner to approve the October 15, 2020 Desert/Mountain Charter SELPA Steering and Finance Committee Meeting Agenda with Item 6.2 amended to read Form D/M 104.1 Student Appointment of Educational Representative. A vote was taken and the following carried 11:0: Ayes: Brumfield, Buries, Jung, Klepper, Moreno, Price, Stepner, Tarver (DTPA), Tarver (LEPA), Waisman, Wong. Nays: None, Abstentions: None.

5.0 CONSENT ITEMS

It is recommended that the Charter Steering Committee consider approving several Agenda items as a Consent list. Consent Items are routine in nature and can be enacted in one motion without further discussion. Consent items may be called up by any Committee Member at the meeting for clarification, discussion, or change.

DESERT/MOUNTAIN CHARTER SELPA STEERING and FINANCE COMMITTEE MEETING

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Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

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5.1 **BE IT RESOLVED** that a motion was made by Kelly Jung, seconded by Callie Moreno, to approve the following Consent Item as presented. A vote was taken and the following carried 11:0: Ayes: Brumfield, Buries, Jung, Klepper, Moreno, Price, Stepner, Tarver (DTPA), Tarver (LEPA), Waisman, Wong. Nays: None, Abstentions: None.

5.1.1 Approve the September 9, 2020 Desert/Mountain Charter SELPA Steering and Finance Committee Meeting Minutes.

6.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

6.1 Legislative Updates

Jenae Holtz presented the latest in State and Federal law related to students with disabilities and school law. She shared a document from State SELPA that is reviewed at their monthly meetings and highlighted the carryovers from the 2020 legislative session. Jenae said more Covid-19 related lawsuits are beginning to be filed as rulings and decision are being made. Assembly Bill (AB) 1384 will be reintroduced and is to help protect LEAs around Covid-19 related distance learning for students with disabilities. Jenae said there could be conflict with it as the federal government did not change or give exceptions to Individuals with Disabilities Education Act (IDEA). Jenae shared potential bill idea AB 1172 Clean Up pertains to behavior training for nonpublic agencies and schools (NPA/NPS) and ensuring those agencies are complying with the master contract and legislation. D/M Charter SELPA LEAs that enter in a master contract with an NPA or NPS, the LEA must meet the obligations of the bill that is in effect currently. She said each of the D/M Charter SELPA members hold their own master contracts if they place a child in a nonpublic school so it is important to know what the charter is responsible for including monitoring obligations such as annual visits, review of academics along with social, emotional, and behavioral supports. The bill in 2021 is looking at cleaning up the language so it is specific about what is being asked. The top administrator must have an administrative credential beginning next year. Jenae said this is different for D/M SELPA because they hold the master contracts for the NPA/NPS for the LEAs within the region. The D/M Charter SELPA members are farther in geographical distance so it does look different.

Jenae also highlighted an article on the Effect of Senate Bill (SB) 820 on the Recording of Distance Learning. As SB 820 was being created, there was push back from labor unions that were relying on different Education Codes to argue that video or audio recording of instruction without the consent of the teacher and school principal is prohibited. SB 98 authorized the use of video during distance learning and Education Code Section 43503(d)(1) now effectively eliminates arguments against the recording of instruction for distance learning purposes, regardless of Education Code Section 51512. School districts and county offices of education may now record distance learning sessions and rightfully maintain and distribute recordings for any such purpose. Education Code Section 43503(d)(2) does prevent third party recordings such as those created by parents and

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students. Should these third parties want to record distance learning lessons, they must obtain consent from teachers and principals prior to doing so. Jenae stated this makes it illegal for parents to record without permission or consent. Jenae said this also applies to trainings that are provided to teachers.

6.2 Form D/M 104.1 Student Appointment of Educational Representative

Jenae Holtz provided clarification on the intent of Form D/M 104.1 Student Appointment of Educational Representative Form. She said it is intended to be used by an unconserved student who has reached the age of 18 and is still attending high school. This means the student is not subject to a valid court order of conservatorship of the person. Jenae continued there are two types of conservatorship, one of the person and one of the estate. Not all students have the requisite mental capacity to understand either the retention of their educational rights or to revoke an educational rights assignment.

Lisa Nash said a student with intellectual disabilities who is 18 years old has divorced parents that have filed a conservatorship proceeding. However, one parent wants the student to continue in school as per law until the age of 22 and the other parent does not. Lisa continued the child is too old to appoint a surrogate and there is no obligation to do so as per the CDE Surrogate Parents Handbook. Currently, the educational rights belong to the student because she is 18 and the law is clear that the rights for educational purposes transfer to the student at that age. Though the IEP team agrees that she does not have requisite mental capacity, the district does not have the obligation to make it happen as they would with a student under the age of 18. Form D/M 104.1 allows the student to give their educational rights to who they feel comfortable with making their educational decisions. The student can conversely take their rights back and revoke a prior appointment of an educational rights holder. Lisa reiterated the only way to change the child holding educational rights is to go through courts for conservatorship. The IEP signature page does address the transfer of educational rights at the age of 18 and it must be initialed at every IEP. Lisa continued that it is important to know the rights do belong to the students and conservatorship proceedings do take time. If parents do have the appointment of educational rights prior to the student's 18th birthday, that appointment will continue after the 18th birthday until it is revoked. That is something to keep in mind while working with students that will be turning 18 as an advisement to ensure the parents are clearly aware that when the child turns 18, the parents will not maintain educational rights unless the student signs them over. Lisa concluded by stating a student can revoke educational designation by saying they do not agree with or will not do what the designee agrees to as long as there is not a court conservatorship in place.

6.3 WestEd Report

Jenae Holtz provided a summary of the West Ed Report and the implications for special education, SELPAs and LEAs. The Public Policy Institute of California (PPIC) published a report approximately 5-6 years ago trying to eliminate SELPAs. The same agency funded the WestEd

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Report as an evaluation of funding for students with disabilities in the state of California. The State SELPA did meet with the WestEd researchers and there is influence within California on changing the model of how funding flows. State SELPA has been very vocal about their concern for small LEAs and taking away the collective impact that has been provided by changing the model for the funding to go directly to LEAs and excluding SELPAs unless members chose to continue investing in their SELPA. Jenae said there is concern about the report but it would take great effort to put the changes in place based on the enormity of the change. It would put the responsibility of all that SELPAs do completely on the LEAs and that will receive push back if this moves forward. Jenae shared that during the conversation with State SELPA and the researchers, CAHELP was given kudos for looking at things differently than most SELPAs and having a broader view of how to support LEAs. Jenae said when the issue came up 5-6 years ago, parents, superintendents, and CEOs presented to parent groups and community stakeholder groups in sharing their thoughts about SELPAs and if it gets to that point again, CAHELP will ask for that support again.

6.4 Desert/Mountain Children's Center Client Services Reports

Linda Llamas presented the Desert/Mountain Children's Center Client Services monthly reports. She said the monthly reports have been emailed to the LEA contact in an encrypted email. Linda is aware that there are some issues with the report itself and DMCC is working with the electronic health record vendor to resolve the issues but it will take time. Linda asked to be notified if there are changes to be made in the reports so DMCC staff can make the changes.

Linda said that students who transfer to schools with counseling services on their IEPs and the schools receive counseling services from DMCC need to be identified by writing "Transfer In" on the top of the referral with the previous IEP attached. She asked the directors to remind staff that it is important and helpful to identify that it is a transfer in on the DMCC referral and to invite DMCC to the 30-day IEP meeting to present the findings. Linda stated DMCC has been noticing they are receiving referrals without knowing the student is a transfer, receiving the referral without the IEP being attached, or not getting the referrals until after the 30-day meeting has occurred. She said receiving help with this request will help DMCC speed up the process, ensure guidelines for the IEP process are being met, and for services to start quickly.

Linda asked if the LEAs are compiling groups or informational trainings for racial equity, access, and justice.

Josh Stepner at Leonardo da Vinci Performing Arts shared San Diego County Office of Education is offering equity training so he has signed up his whole staff to attend. He said after the meetings, his staff come back to a staff meeting to discuss how the training relates to the work of the LEA. Josh stated it can be uncomfortable work but it has been eye opening for the staff to look at putting aside their predetermined biases and have good positive thoughts moving forward in that all children can learn regardless of where they come from.

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Athena Vernon shared anything the LEAs are doing to support positive school climate is helpful. She said CAHELP is offering trainings to assist LEAs. Implementing Culturally Responsible Systems and Practices focuses on culture and climate and how to tell the difference between the two. Activities You Can do in the Classroom to Help Build Positive Relationships will be offered virtually on April 16, 2021. How to Neutralize Implicit Bias Using a Five Point Intervention Approach to Increase Disciplinary Equity is also available from CAHELP.

6.5 Professional Learning Summary

Heidi Chavez presented the D/M Charter SELPA's Professional Learning Summary. She said trainings continue to be provided virtually. She said most of the trainings have been for behavioral supports. Heidi reminded the directors that the Directors' Training will be held October 16, 2020 at 11:00a.m. The topic is Dealing with Difficult IEPs during Covid-19 and will be presented by Jack Clarke from BBK. Heidi shared there will be a Section 504 training on October 23, 2020 with Megan Moore. Heidi asked for people interested to register so they can receive the link and to share the information with any staff that could gain information from either training.

6.6 Resolution Support Services Summary

Kathleen Peters presented the D/M Charter SELPA's Resolution Support Services Summary. She reported D/M Charter SELPA has no new filings at this time for the school year. Kathleen shared charter attorney Megan Moore is closing her law firm so Kathleen will be interviewing attorneys for a replacement. She asked if anyone would like to refer an attorney to share their contact information with her. Kathleen is looking for an attorney that has worked very well with our LEAs and has provided exceptional service and knowledge of California charter law.

6.7 Office of Administrative Hearings COVID-19 Decisions

Kathleen Peters reviewed Office of Administrative Hearings (OAH) COVID-19 decisions. Kathleen started a case pertaining to Los Angeles USD (LAUSD). Kathleen noted the judge did not determine if the child was abused but was trying to determine if the circumstances surrounding the alleged abuse caused the child to miss FAPE and be unable to access his education. A kindergarten student was allegedly forced to nap on a dirty rug outside of the classroom on one occasion. On another occasion, the teacher was seen allegedly violently shaking the student causing traumatic stress which denied him educational opportunity. The police department and LAUSD Human Resources did not find cause for dismissal or for citation so there was no reason for the case to be viewed as criminal abuse. The child was in the classroom for approximately a month and when the alleged shaking occurred, the parents removed the child from the school for approximately six weeks. Kathleen said the teacher had thirty-three years of experience with no background in special education and no formal behavior intervention training. The lack of training was used by the teacher as an excuse and told the parent to find another class for the student.

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Kathleen stated the principal aided the teacher by referring the school psychologist who observed the student and noted there were speech and language delays in a class that was language heavy causing the student's struggles. The school psychologist recommended alternate activities and behavior interventions but at no time had anyone made a referral or request for any formal assessment. Kathleen said the OAH found LAUSD failed to prepare a behavioral emergency report and convene an IEP which caused education loss. Kathleen said an IEP should have been called when the child's behavior began escalating in the first couple weeks of school. She also said all teachers should be trained in positive behavior strategies even if they have been teaching for a long time and do not believe they need the training. Kathleen asked for all teachers to be trained to complete a behavioral emergency report after incidents of heightened incidents behavior, to refrain from student isolation and shaking students.

Kathleen then provided information on an OAH case pertaining to Norris SD. She shared the first half of the case is typical in not assessing in all areas of suspected disability related to autism but the second part of the case is a clear filing against Covid-19 procedures. Norris SD attempted to deliver distance learning service to the extent feasible and provided Prior Written Notice (PWN) to all parents informing them school was closing as well as PWN to all students in special education informing them teachers and therapists would be providing some resources and practices for each child at home. The district also invited parents to email teachers and service providers with questions and included Parent Rights and Procedural Safeguards. Norris SD provided the student with distance learning packets which the student acknowledged receiving but reported having difficulty with technology and online instruction. Kathleen continued the general education and special education teachers continued to check in with the family weekly, adjusted packets, delivered new materials, and provided an iPad tablet. The student became more successful and showed progress. The parent declined school-offered weekly online instruction through Zoom. The speech teacher provided distance learning plan worksheets and invited the parents to contact her but at no time provided 1:1 speech therapy. Though some progress was made by the student during the school closure, the judge found FAPE was denied as Norris SD failed to materially implement the IEP as it was written and tailored for an at-home environment. The judge stated IDEA provides no exceptions so Norris SD remained responsible for materially implementing the IEP despite the school closures even if by alternate methods of delivery. Kathleen continued that packets being delivered was not enough as the Specialized Academic Instruction (SAI) minutes with teacher direct instruction was missing, even though the parents declined. An IEP meeting should have been called to address the concerns that were blocking the provisions of FAPE and a PWN specifically addressing this student's needs should have been sent as well. An IEP should have also been called when student refusal began and teachers did not work to extinguish the behavior. Kathleen continued that there is no case law to influence judgements pertaining to Covid-19 and different judges may see things differently.

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6.8 New Federal Guidance on Provision of Services

Kathleen Peters shared the New Federal Guidance on Provisions of Services as a reference. She reported that CAHELP legal counsel has not yet provided advice on application of the guidelines.

6.9 Postsecondary Transition Services Manual

Adrienne Shepherd-Myles presented updates to the Postsecondary Transition Services Manual. She said the manual will be uploaded to the CAHELP Educator Portal later today so that it will be accessible whenever internet is available. Adrienne said the manual now includes an email for Career Technical Education (CTE) group. The CTE team is in contract with Kids First Foundation which was able to contract with Department of Rehabilitation who would only work with a nonprofit. This contract allows the CTE team to do other transitional services, situational assessments, personal vocational social adjustment, short term support services, job coaching services, employment services, and paid work experience. Pages 34 and 35 has updated dates adding five new indicators for post school success so there are now twenty-one. Pages 39-40 are new pages as an added section to reflect California Dashboard indicating college readiness. Page 61 has been updated to reflect 2019 rates for earning a diploma, unemployment rate, college and career readiness, and enrollment in post-secondary education.

6.10 Prevention and Intervention Updates

Kami Murphy presented Prevention and Intervention Updates. She shared the Virtual Recognition Event for the year is scheduled for October 29, 2020, 3:00 p.m-4:00 p.m. The event is a way to recognize schools for the fidelity of a tiered system of support for Positive Behavior Interventions and Supports (PBIS) and Community Cares for the last school year.

Kami shared that Utilizing Restorative Practices in the Virtual Classroom will be presented on November 4, 2020, 2:00 p.m-3:30 p.m at the cost of \$25 per attendee. As licensed Restorative Practices Trainers, this training has been designed in response to questions Kami and her team have been asked. Kami reported that the Prevention and Interventions team has been given permission to provide International Institute of Restorative Practices trainings virtually without restrictions on the licenses. She said more information will follow.

Kami reported that there will be a Responding to School Disruptions, Enhancing Tier 1 Interventions on December 1, 2020. She said there will be a flyer distributed soon.

6.11 Compliance Update

Peggy Dunn presented an update on compliance items from the California Department of Education (CDE). She shared Special Education Plans (SEP) are due by November 13, 2020. Peggy said the plans can be submitted early if they are complete before the due date. Aveson

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Global, Desert Trails, Encore, Leonardo da Vinci Performing Arts, and Odyssey Charter School are LEAs that are required to complete SEPs.

Colette Garland said that LEAs should have received a letter from CDE dated September 22, 2020 regarding Data Identified Non-Compliance (DINCs). CDE pulled data from CalPads on September 15, 2020 and there were several late IEPs because of school closures. CDE is expecting to see a reduction of late IEPs by 20% per month. Colette continued that CalPads was closed on September 15, 2020 due to updates so data entry was behind at that time but jobs have since been submitted. Program Technician Terri Nelson is continuing to enter data so Colette is confident the 20% reduction will occur for LEAs. She noted to continue using the delay reason of school closure for the applicable IEPs. Colette said the next data pull will be approximately October 23, 2020. Colette also stated CDE did not provide student names in the DINCs letter as they usually do so she is asking the LEAs to use their Web IEP status reports to see what IEPs are in progress or are past due. LEAs should also use their Reviews Report in Web DA.

Jenae Holtz shared that CDE had said there would not be corrective action but also said that LEAs that do not reduce late assessments and IEPs by 20% monthly, will receive a letter and CDE will determine which LEAs need to have corrective action. She said the goal is to reduce every LEA by 20% monthly so corrective is not an issue. Jenae said there will be another mega letter in January 2021 that will address compliance issues and that D/M Charter SELPA staff will be available to assist and support.

Jenae said CDE presented at State SELPA that they will be making changes to what can and cannot be done in a triennial IEP. She said there are decisions being made by CDE that SELPA administrators disagree with so State SELPA is continuing to work with the CDE on some of them. Also, CDE is working directly with vendors that handle the IEP systems, leaving the SELPAs out of decisions being made. Because the vendors do not work for CDE but are contracted with the SELPAs, decisions are to be made by and be processed through the SELPAs.

Colette reported that CDE presented changes to triennial IEPs that she has requested clarification from the CDE consultant due to conflicts. Those changes include: cannot be amended, cannot have Special Education Program Exit Dates populated in a triennial, must have Disability Codes that match the most recent Initial or Annual Meeting records. Because CDE went directly to the vendors, there are errors already populating when completing IEPS and Colette is working with the programmers.

Jenae said CDE is suggesting having a triennial then a regular IEP to exit a student. Because exiting a student at a triennial happens often, there is push back on behalf of SELPAs but until clarification is received, two IEPs will have to occur when exiting a student.

Colette stated error code SPED0438 is removing primary and secondary disability codes when students transfer between LEAs within the same SELPA. This is another issue Colette is asking

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the CDE consultant to clarify. She said D/M Charter SELPA LEAs process transfers using the Annual Transfer. CDE is asking charter LEAs to adopt the record when the student comes in which is currently being done in a more informal process. Colette said there will be a more formalized procedure to assist so the receiving district can have the annual records showing IEP dates and other information.

Jenae said information will be shared as it is received.

6.12 October 2020 State Testing Update

Linda Rodriguez provided the October 2020 California State Testing Update on behalf of Karina Quezada. She reported that SB 820 brought changes to the following state testing requirements: LEAs have seventy-five days to administer the initial English Language Proficiency Assessment for California (ELPAC), physical fitness test has been suspended for this school year, the California High School Proficiency Examination will still be offered at least once per semester depending on county health requirements.

Linda reported the Operational Field Test is mandatory and the testing window will open January 12, 2020-February 16, 2021. It is recommended that it be done in person however California Department of Public Health guidance must be followed along with social distancing guidelines.

Linda asked for any questions to be emailed to Karina Quezada at karina.quezada@cahelp.org.

7.0 FINANCE COMMITTEE REPORTS

Jenae Holtz reported the Maintenance of Effort (MOE) reports are due October 15, 2020. She said she has been in contact with fiscal staff and will continue to contact CEO's and directors to get the needed reports.

Jenae stated Excess Cost Reports were due in September 2020 but some LEAs have not submitted those either. Marina Gallegos will be contacting CEOs and special education directors that have reports outstanding.

Jenae said questions can be emailed to her or to Marina Gallegos.

8.0 INFORMATION ITEMS

8.1 Monthly Occupational & Physical Therapy Services Reports

8.2 Upcoming Professional Learning Opportunities

The following trainings were highlighted with flyers: Section 504 for Educators, De-Escalation

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Strategies for Educators and Other School Personnel, Managing High Conflict Personalities in IEP & Other Team Meetings, Transition Planning for All Students, Crisis Prevention Institute (CPI) Flex-Blended Learning, Forms and Facts 101, and Present Levels of Performance (PLOPs), Goals, and Educational Benefit.

Jenae Holtz reminded the directors that Community Advisory Committee (CAC) meeting is scheduled for the same night as this meeting. The business portion of the meeting will be 5:00 p.m-5:30 p.m. then Adrienne Shepherd will be presenting on transition from 5:30 p.m-6:30 p.m.

9.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

None.

10.0 CEO COMMENTS

Jenae Holtz shared that she appreciates the directors supporting the students and families during the pandemic.

11.0 MATTERS BROUGHT BY THE PUBLIC

None.

12.0 ADJOURNMENT

Having no further business to discuss, a motion was made by Sarah Ballard, seconded by Josh Stepner, to adjourn the meeting. A vote was taken and the following carried 11:0: Ayes: Brumfield, Buries, Jung, Klepper, Moreno, Price, Stepner, Tarver (DTPA), Tarver (LEPA), Waisman, Wong. Nays: None, Abstentions: None.

The next regular meeting of the Desert/Mountain Charter SELPA Steering Committee will be held on Thursday, November 19, 2020, at 1:00 p.m., at the Desert Mountain Educational Service Center, Aster/Cactus Room, 17800 Highway 18, Apple Valley, CA 92307.

Individuals requiring special accommodations for disabilities are requested to contact Jamie Adkins at (760) 955-3555, at least seven days prior to the date of this meeting.

Analysis of AB 2657

Introduction

Assembly Bill 2657 (AB 2657) passed in 2018 and resulted in the enactment of Education Code §§ 49005 – 49006.4 effective January 1, 2019. This bill and the newly enacted codes provided limited permissibility of emergency behavioral interventions in the form of restraint or seclusion. AB 2657 reversed the previous ban on restraint and seclusion of students with disabilities contained in AB 86 enacted on July 1, 2013, and previous legislation under the Behavior Intervention Plan Mandate commonly called the “Hughes Bill.”

Legislative Findings

E.C. § 49005. The Legislature finds and declares all of the following:

- (a) While it is appropriate to intervene in an emergency to prevent a student from imminent risk of serious physical self-harm or harm of others, restraint and seclusion are dangerous interventions, with certain known practices posing a great risk to child health and safety.*
- (b) United States Department of Education guidelines specify that the use of restraint and seclusion must be consistent with the child’s right to be treated with dignity and to be free from abuse.*
- (c) Restraint and seclusion should only be used as a safety measure of last resort, and should never be used as punishment or discipline or for staff convenience.*
- (d) Restraint and seclusion may cause serious injury or long lasting trauma and death, even when done safely and correctly.*
- (e) There is no evidence that restraint or seclusion is effective in reducing the problem behaviors that frequently precipitate the use of those techniques.*
- (f) Students with disabilities and students of color, especially African American boys, are disproportionately subject to restraint and seclusion.*
- (g) Well-established California law already regulates restraint techniques in a number of settings, including general acute care hospitals, acute psychiatric hospitals, psychiatric health facilities, crisis stabilization units, community treatment facilities, group homes, skilled nursing facilities, intermediate care facilities, community care facilities, and mental health rehabilitation centers. These minimal protections should be provided to all students in schools.*
- (h) It is the intent of the Legislature to ensure that schools foster learning in a safe and healthy environment and provide adequate safeguards to prevent harm, and even death, to children in school.*

(i) This article is intended to be read to be consistent with, and does not change any requirements, limitations, or protections in, existing law pertaining to students with exceptional needs.

(j) It is the intent of the Legislature to prohibit dangerous practices. Restraint and seclusion, as described in this article, do not further a child's education. At the same time, the Legislature recognizes that if an emergency situation arises, the ability of education personnel to act in that emergency to safeguard a student or others from imminent physical harm should not be restricted.

Data Reporting Requirements

AB2657 carries mandatory data reporting requirements and timelines for filing reports with the California Department of Education (CDE) regarding ALL students who were subject to restraint or seclusion as an emergency behavioral intervention. This means the LEA must report if restraint or seclusion is used for *any* student, including: 1) students with an identified disabilities under the Individuals with Disabilities Education Act (IDEA); 2) students receiving educational supports and accommodations in the general education setting under Section 504 of the Rehabilitation Act of 1973 (504 Plan); and, 3) students in general education programs who do not have an IEP or 504 Plan. Specific report and data disaggregation requirements are found in Education Code § 49006(a-d).

The data reported by LEAs to CDE will be available as a public record on the CDE website. Data collection must be conducted in compliance with the Civil Rights Data Collection requirements of the United States Department of Education's Office for Civil Rights (OCR). (*E.C. § 49006.2, 34 C.F.R. §§ 100.6(b) and 104.61*).

Impact on Students with Disabilities

Existing Federal and State law requires LEAs to consider Positive Behavioral Interventions and Supports for students with disabilities. LEA staff must address behavior when the behavior of a student with a disability impedes the child's learning or that of others. This is a FAPE requirement. To address the behavioral concern(s), LEAs may, through the IEP process, use their professional discretion to address behavior in a variety of ways, including the development of goals, conducting behavioral assessments, and developing positive behavioral interventions and supports and other strategies consistent with Title 20 of the United States Code (USC) section 1414(d); and Title 34 of the Code of Federal Regulations (CFR) section 300.324. The IEP must include a statement of the special education, related services, supplementary aids and supports, and program modifications or supports that will be provided to the child (*20 USC 1414(d)(1)(A)(i)(IV)*).

D/M SELPA encourages LEA personnel to be trained in research-supported strategies through courses such as De-escalation and Crisis Prevention Institute (CPI), which emphasize the prevention of serious behavior. Under these strategies staff members may use personal safety techniques like evasion and utilize disengagement techniques to get out of holds. Finally, and only as a last resort, limited physical restraint may be utilized only by correctly trained personnel emphasizing a team-approach. Other personnel must also be available to ensure that the a student

who exhibits serious behavior is kept safe, and to ensure the safety of other students and staff members in the immediate vicinity; this may mean, in certain instances, the evacuation of the classroom even before any physical intervention may be utilized.

2020 has cast a spotlight on the use of extreme physical restraint techniques with negative outcomes. It should be noted that professional restraint training is not, by itself, sufficient to guarantee the safety of the student and/or LEA staff, and will not completely remove the potential for misuse/overuse causing serious physical harm or trauma to a student, or fending off a Civil Rights violation claim.

Takeaways

The new law provides that a student “has the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff” (*Education Code § 49005.2*). The law permitting educational providers to use seclusion or behavioral restraint is narrow in scope and provides that such actions be used “only to control behavior that poses a clear and present danger of serious physical harm to the pupil or others that cannot be immediately prevented by a response that is less restrictive” (*Education Code § 49005.4*). **In fact, while restraint and seclusion may be permissible under defined circumstances, newly added EC § 49005.6 specifically discourages educational providers from using seclusion or behavioral restraint techniques “whenever possible.”**

These caveats and the specific legislative findings make clear that physical restraint and seclusion are not to be used by education personnel as a means to force student compliance or as a means to discipline a student who acts out. It is equally clear that the legislature was concerned about the inherent risk of injury or death to students and staff resulting from the use of extreme behavioral interventions.

AB 2657 Additions to the Education Code

EC § 49005. The Legislature finds and declares all of the following:

(a) While it is appropriate to intervene in an emergency to prevent a pupil from imminent risk of serious physical self-harm or harm of others, restraint and seclusion are dangerous interventions, with certain known practices posing a great risk to child health and safety.

(b) United States Department of Education guidelines specify that the use of restraint and seclusion must be consistent with the child’s right to be treated with dignity and to be free from abuse.

(c) Restraint and seclusion should only be used as a safety measure of last resort, and should never be used as punishment or discipline or for staff convenience.

(d) Restraint and seclusion may cause serious injury or long lasting trauma and death, even when done safely and correctly.

(e) There is no evidence that restraint or seclusion is effective in reducing the problem behaviors that frequently precipitate the use of those techniques.

(f) Pupils with disabilities and pupils of color, especially African American boys, are disproportionately subject to restraint and seclusion.

(g) Well-established California law already regulates restraint techniques in a number of settings, including general acute care hospitals, acute psychiatric hospitals, psychiatric health facilities, crisis stabilization units, community treatment facilities, group homes, skilled nursing facilities, intermediate care facilities, community care facilities, and mental health rehabilitation centers. These minimal protections should be provided to all pupils in schools.

(h) It is the intent of the Legislature to ensure that schools foster learning in a safe and healthy environment and provide adequate safeguards to prevent harm, and even death, to children in school.

(i) This article is intended to be read to be consistent with, and does not change any requirements, limitations, or protections in, existing law pertaining to pupils with exceptional needs.

(j) It is the intent of the Legislature to prohibit dangerous practices. Restraint and seclusion, as described in this article, do not further a child's education. At the same time, the Legislature recognizes that if an emergency situation arises, the ability of education personnel to act in that emergency to safeguard a pupil or others from imminent physical harm should not be restricted.

EC § 49005.1. *The following definitions apply to this article:*

(a) "Behavioral restraint" means "mechanical restraint" or "physical restraint," as defined in this section, used as an intervention when a pupil presents an immediate danger to self or to others. "Behavioral restraint" does not include postural restraints or devices used to improve a pupil's mobility and independent functioning rather than to restrict movement.

(b) "Educational provider" means a person who provides educational or related services, support, or other assistance to a pupil enrolled in an educational program provided by a local educational agency or a nonpublic school or agency.

(c) "Local educational agency" means a school district, county office of education, charter school, the California Schools for the Deaf, and the California School for the Blind.

(d) (1) "Mechanical restraint" means the use of a device or equipment to restrict a pupil's freedom of movement.

(2) (A) "Mechanical restraint" does not include the use of devices by peace officers or security personnel for detention or for public safety purposes.

(B) "Mechanical restraint" does not include the use of devices by trained school personnel, or by a pupil, prescribed by an appropriate medical or related services professional, if the device is used for the specific and approved purpose for which

the device or equipment was prescribed, which shall include, but not be limited to, all of the following:

(i) Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports.

(ii) Vehicle safety restraints when used as intended during the transport of a pupil in a moving vehicle.

(iii) Restraints for medical immobilization.

(iv) Orthopedically prescribed devices that permit a pupil to participate in activities without risk of harm.

(e) "Nonpublic school or agency" means any nonpublic school or nonpublic agency, including both in-state and out-of-state nonpublic schools and nonpublic agencies.

(f) (1) "Physical restraint" means a personal restriction that immobilizes or reduces the ability of a pupil to move the pupil's torso, arms, legs, or head freely. "Physical restraint" does not include a physical escort, which means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a pupil who is acting out to walk to a safe location.

(2) "Physical restraint" does not include the use of force by peace officers or security personnel for detention or for public safety purposes.

(g) "Prone restraint" means the application of a behavioral restraint on a pupil in a facedown position.

(h) "Pupil" means a pupil enrolled in preschool, kindergarten, or any of grades 1 to 12, inclusive, and receiving educational services from an educational provider.

(i) "Seclusion" means the involuntary confinement of a pupil alone in a room or area from which the pupil is physically prevented from leaving. "Seclusion" does not include a timeout, which is a behavior management technique that is part of an approved program, that involves the monitored separation of the pupil in a nonlocked setting, and is implemented for the purpose of calming.

EC § 49005.2. *A pupil has the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff. This right includes, but is not limited to, the right to be free from the use of a drug administered to the pupil in order to control the pupil's behavior or to restrict the pupil's freedom of movement, if that drug is not a standard treatment for the pupil's medical or psychiatric condition.*

EC § 49005.4. *An educational provider may use seclusion or a behavioral restraint only to control behavior that poses a clear and present danger of serious physical harm to the pupil or others that cannot be immediately prevented by a response that is less restrictive.*

EC § 49005.6. *An educational provider shall avoid, whenever possible, the use of seclusion or behavioral restraint techniques.*

EC § 49005.8.

(a) An educational provider shall not do any of the following:

(1) Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.

(2) Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.

(3) Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places his or her body weight against the pupil's torso or back.

(4) Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.

(5) Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.

(6) Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

(b) An educational provider shall keep constant, direct observation of a pupil who is in seclusion, which may be through observation of the pupil through a window, or another barrier, through which the educational provider is able to make direct eye contact with the pupil. The observation required pursuant to this subdivision shall not be through indirect means, including through a security camera or a closed-circuit television.

(c) An educational provider shall afford to pupils who are restrained the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the pupil and others.

(d) If prone restraint techniques are used, a staff member shall observe the pupil for any signs of physical distress throughout the use of prone restraint. Whenever possible, the staff member monitoring the pupil shall not be involved in restraining the pupil.

EC § 49006.

(a) A local educational agency that meets the definition of a "local educational agency" specified in Section 300.28 of Title 34 of the Code of Federal Regulations shall collect and, no later than three months after the end of a school year, report to the department annually on the use of behavioral restraints and seclusion for pupils enrolled in or served by the local educational agency for all or part of the prior school year.

(b) The report required pursuant to subdivision (a) shall include all of the following information, disaggregated by race or ethnicity, and gender:

(1) The number of pupils subjected to mechanical restraint, with separate counts for pupils with a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils with an individualized education program, and pupils who do not have a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794) or an individualized education program.

(2) The number of pupils subjected to physical restraint, with separate counts for pupils with a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils with an individualized education program, and pupils who do not have a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794) or an individualized education program.

(3) The number of pupils subjected to seclusion, with separate counts for pupils with a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils with an individualized education program, and pupils who do not have a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794) or an individualized education program.

(4) The number of times mechanical restraint was used on pupils, with separate counts for the number of times mechanical restraint was used on pupils with a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils with an individualized education program, and pupils who do not have a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794) or an individualized education program.

(5) The number of times physical restraint was used on pupils, with separate counts for the number of times physical restraint was used on pupils with a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils with an individualized education program, and pupils who do not have a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794) or an individualized education program.

(6) The number of times seclusion was used on pupils, with separate counts for the number of times seclusion was used on pupils with a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils with an individualized education program, and pupils who do not have a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794) or an individualized education program.

(c) Notwithstanding any other law, the data collected and reported pursuant to this section shall be available as a public record pursuant to Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1 of the Government Code.

(d) No later than three months after the report is due to the department pursuant to subdivision (a), the department shall post the data from the report annually on its Internet Web site.

EC § 49006.2. *Notwithstanding Section 49006, the data collection and reporting requirements contained in this article shall be conducted in compliance with the requirements of the Civil Rights Data Collection of the United States Department of Education’s Office for Civil Rights imposed pursuant to Sections 100.6(b) and 104.61 of Title 34 of the Code of Federal Regulations, and shall not be construed to impose a new program or higher level of service on local educational agencies or nonpublic schools or agencies.*

EC § 49006.4.

(a) This article applies with regard to all pupils, including individuals with exceptional needs. For an individual with exceptional needs, if a behavioral restraint or seclusion is used, the procedures for followup contained in subdivisions (e), (f), (g), and (h) of Section 56521.1 also apply.

(b) For purposes of this section, “individual with exceptional needs” has the same meaning specified in Section 56026.

Alternate ELPAC

Alternate English Language
Proficiency Assessments for California



Updates

Steering Committee

November 2020

- **Purpose**

The Alternate ELPAC will provide statewide consistency in measurement and administration for students with the most significant cognitive disabilities. It was designed to ensure that all California students will receive an accurate and standardized measurement of English Language Proficiency. This Alternate ELPAC replaces all other alternate English language development tests (i.e., ALPI, VCALPS, etc.).

- **Eligibility**

1. This assessment is for students with the most significant cognitive disabilities who have been determined eligible for alternate assessments by an IEP team.
2. Students who are English learners, or students who are potential English learners, based on the results of a Home Language Survey
3. For students who are in grades Kindergarten through twelve, and up to 22 years old.

- **Operational Field Test**

- The Alternate ELPAC Operational Field Test will be held **January 12 through February 16, 2021**.
- All eligible students **MUST** participate – this is **not** optional
 - This includes all English learner students who have significant cognitive disabilities and who have been determined eligible for alternate assessments by their IEP team.
 - Student Report will be available Summer 2021

- **Training**

- Training became available on November 3, 2020 through the **Moodle** website
 - Each LEA has received specific keys to access the trainings
- All LEA testing coordinators and Test Examiners are required to take the online training and receive certification from CDE

- **Administration**
 - Computer based linear test
 - Untimed test
 - Estimated to be 40-60 minutes
 - Potentially longer depending on the student and their disposition
 - Administration is done 1:1 by a trained tester (it is recommended that the tester be familiar with the student, aware of the accommodations in the IEP, and has experience working with the population)
 - ***Special Education teachers are recommended as the most qualified to administer this test***
 - Similar to the CAA
 - Opportunities for individualization (where permitted)
 - Student utilizes their preferred mode of communication (e.g., sign language, AAC device, eye gaze, gestures, choice cards, etc.)
- **Participation**
 - Students will need to attempt one Receptive and one Expressive test item in order to count as having tested



ALTERNATE

English Language Proficiency Assessments for California



WHAT IS THE ALTERNATE ELPAC?

The Alternate English Language Proficiency Assessments for California (ELPAC) is the test that is used to measure how well students in kindergarten (K) through grade twelve (including students through 21 years of age) understand English when it is not their primary language. This test is designed for students with the most significant cognitive disabilities who are English learners (Summative), and potential English learners (Initial), who have been identified as having a language other than English. Furthermore, their individualized education program (IEP) team has determined that they are eligible for an alternate assessment.



WHY IS THE ALTERNATE ELPAC GIVEN?

The Alternate ELPAC was developed to ensure that all students are able to participate in an assessment that is an accurate measure of a student's English language proficiency (ELP). The Initial Alternate ELPAC will provide information to determine a student's initial classification as an English learner (EL) or as initial fluent English proficient (IFEP) and the Summative Alternate ELPAC will provide information on an EL student's annual progress toward ELP and support decisions for students to be reclassified as fluent English proficient (RFEP).



WHO TAKES THE ALTERNATE ELPAC?

The Initial Alternate ELPAC will be administered to all eligible students in kindergarten through twelve, ages three through twenty-one, whose primary language is a language other than English and are determined eligible for alternate assessments by an IEP team. LEAs are required to administer the Summative Alternate ELPAC annually to eligible students identified as ELs until they are RFEP.



HOW IS THE ALTERNATE ELPAC GIVEN?

This is a computer-based assessment administered one-on-one by a trained test examiner who is familiar with the student and their needs. The student will interact with a test examiner who will collect and record responses, although some students may navigate the test independently, depending on their abilities. The Alternate ELPAC is untimed; test items will be administered to the student over the course of one or more testing sessions, as needed, for the student to complete the assessment.



WHEN IS THE ALTERNATE ELPAC GIVEN?

Students who are English learners and are eligible for an alternate assessment are given the Summative Alternate ELPAC every spring until they are reclassified as proficient in English.





Update on the Alternate English Language Proficiency Assessments for California

Overview

- Introduction to the Alternate ELPAC
- 2021 Milestones
- Preparing for the Administration of the Alternate ELPAC Operational Field Test
- Alternate ELPAC Resources
- Test Settings



Introduction to the Alternate ELPAC

Alternate ELPAC

Statewide
consistency



Aligned to 2012 CA English
Language Development
Standards



Use of individual
communication
modes



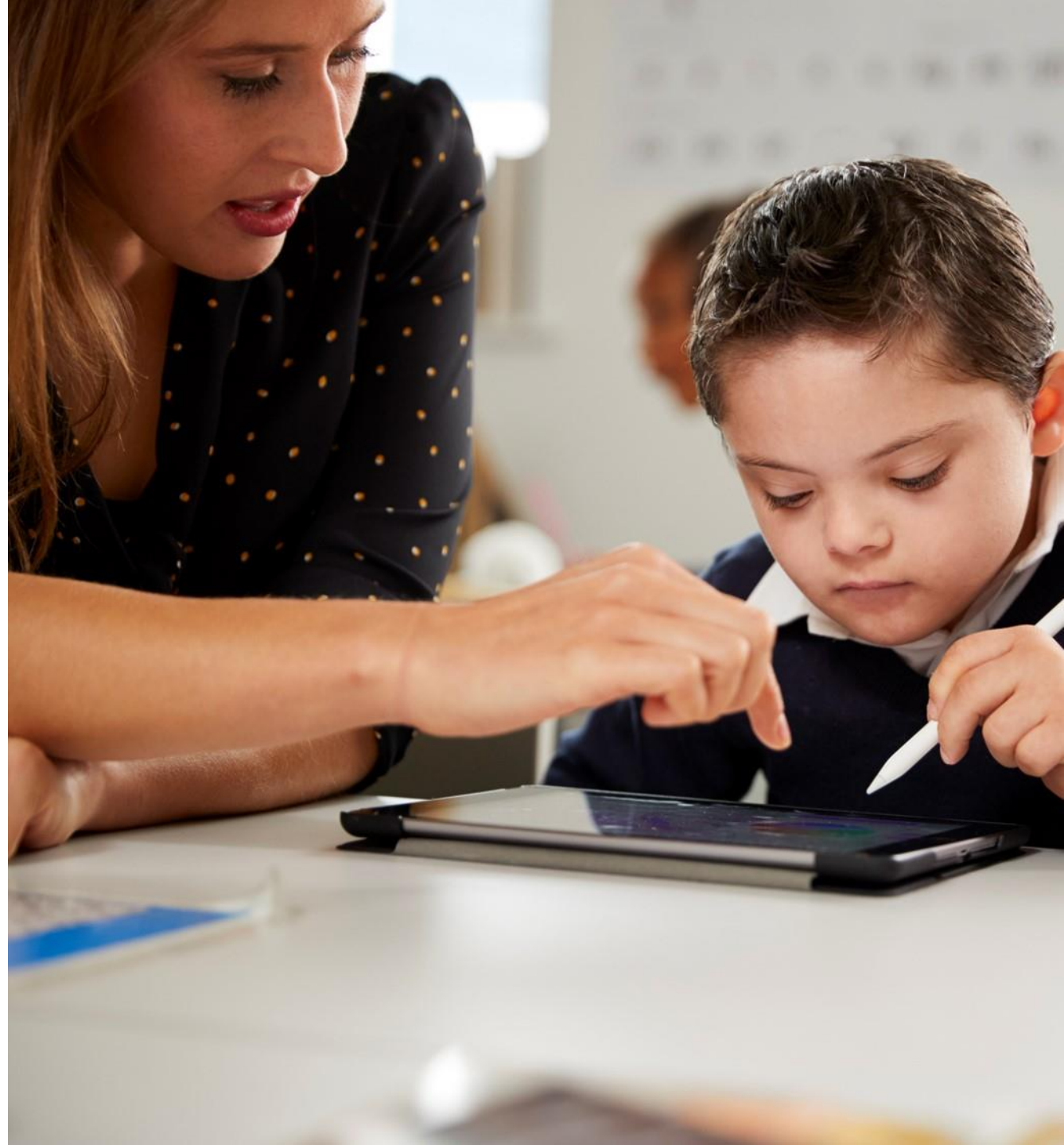
Features of the Alternate ELPAC

- Online, linear test
- Consistent test forms
- Integrated task types
 - Expressive
 - Receptive
- No domain exemptions



Eligibility for the Alternate ELPAC

- Determined eligible by the individualized education Program (IEP) team
- English learner (EL) or potential EL
- Kindergarten through grade twelve
 - up to 22 years old



California Assessment Accessibility Resources Matrix

- Displays the embedded and non-embedded universal tools, designated supports, and accommodations allowed for testing



Individual Student Assessment Accessibility Profile Tool





2021 Milestones

2021 Alternate ELPAC Milestones

- January and February—Operational Field Test
- Late February—Standard Setting
- May—Proposed Thresholds to State Board of Education
- July—Initial Alternate ELPAC Launch
- Summer—Student Score Reports





Preparing for the Alternate ELPAC Operational Field Test



Identify eligible students

Estimate number of students for survey

Complete virtual training

Alternate ELPAC Participation

Log in and respond to one Receptive and one Expressive item at a minimum, to count toward participation.



Registering Students for the Alternate ELPAC

Eligibility requirements for the Alternate ELPAC are:

- CALPADS special education Status of 'Yes'
- Primary language other than English or American Sign Language
- English Language Acquisition Status (ELAS) of EL
- Enrolled grade of K–12
- Student is under 22 years of age at time of administration



Test Administration



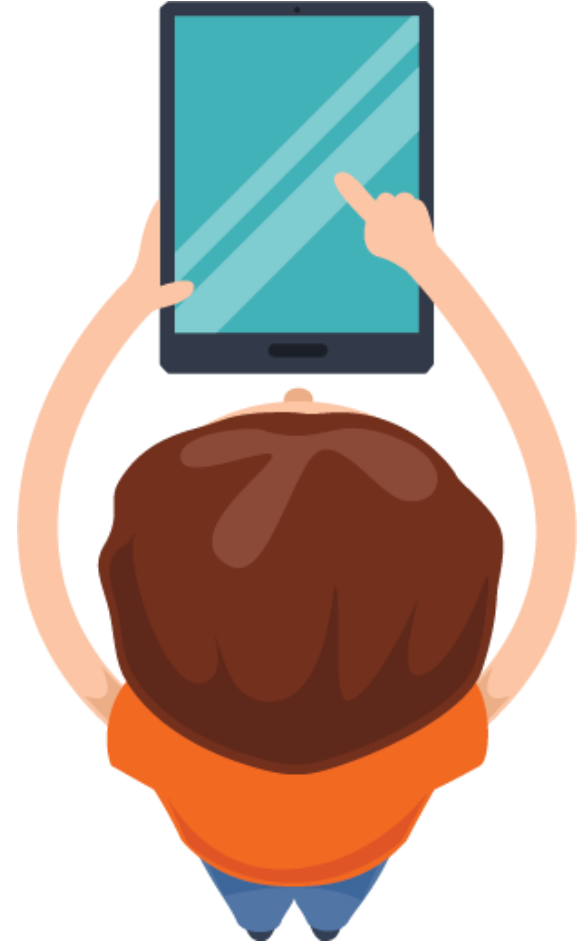
IEP teams
need to
evaluate how
best to assess
their students
in the spring



Administration Guidelines

California Department of
Public Health released
new guidance on testing
in late August

Physical Distancing
Administration Guidelines



Administration Features

- Second Scoring
- Mark As No Response



No Response Option

- Test examiner has **read the item** to the student and utilized their best effort to elicit a response
- The student **did not** provide a response



Mark As No Response

C-5 Training Test QUEST SESSION

Line Reader Zoom Out Zoom In

1 2

1

What does Val do?

(A)  sleeps

(B)  drinks

Open Context Menu by clicking three small lines!

 Mark as No Response

In-test and Post-test Surveys



In-Test Survey Questions

1. Student English proficiency
2. Primary communication mode
3. Accessibility resources pre- and post-test

Alternate Assessment IEP Team Guidance and Confirmation Worksheet

IEP team resources to determine eligibility for alternate assessments!





Alternate ELPAC Resources

Alternate ELPAC Web Page

- Alternate ELPAC Flyer
- Alternate ELPAC Factsheet
- Alternate ELPAC Parent Guide to Understanding



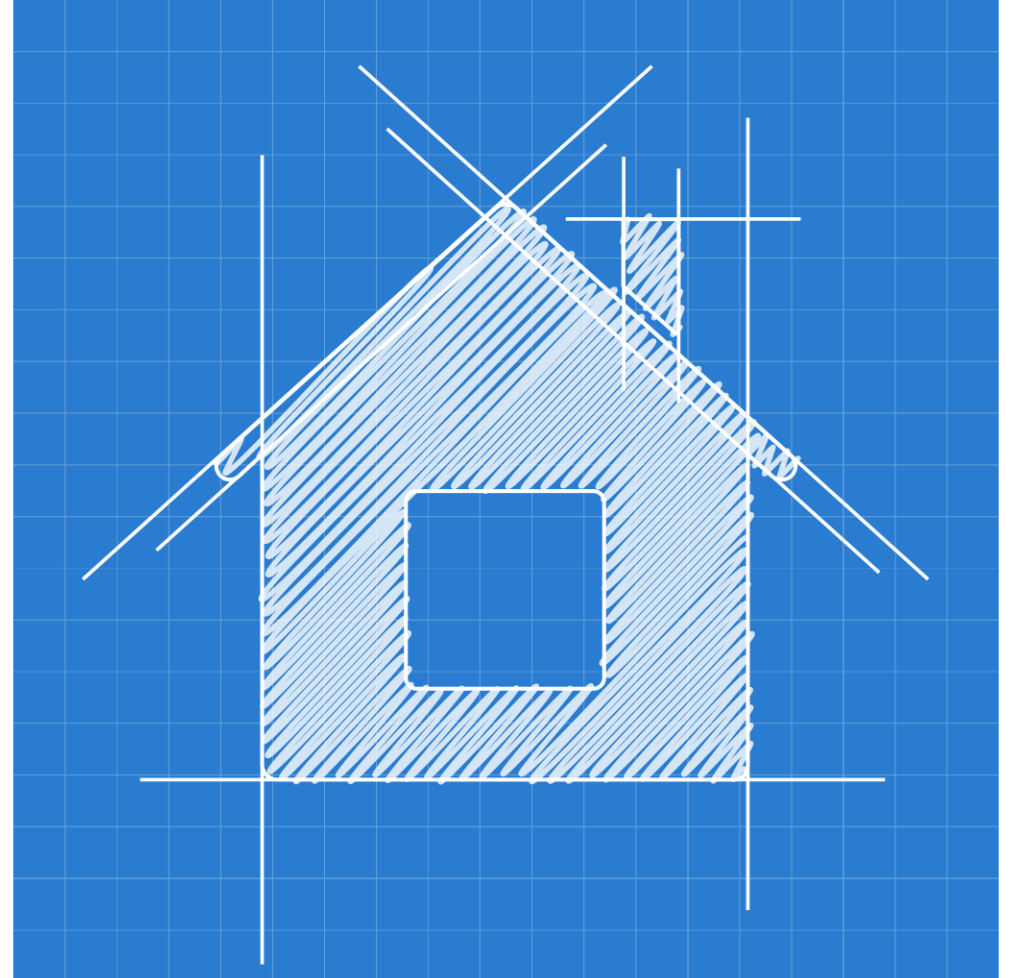
Additional Resources

- ✓ Alternate ELPAC High-Level Test Design
- ✓ Test Blueprints and ELD Connectors
- ✓ Task Type Definitions
- ✓ General Performance Level Descriptors
- ✓ Training and Practice Tests on elpac website



Blueprints and English Language Development Connectors

The Alternate ELPAC aligns with the 2012 English Language Development (ELD) Standards via the ELD Connectors





Test Settings

Test Settings in CALPADS

- Delay implementation of loading test settings into CALPADS to allow for an update to its current architecture to be made.
- Continue existing process for loading student test settings into the Test Operations Management System will continue until at least 2022–23.



Educator Opportunities

★ ★ ★ WE NEED ★ ★ ★
YOU, YOU & YOU

Contact Us!

Contact the English Language Proficiency and Spanish Assessments office via email at elpac@cde.ca.gov or the

CAASPP office at caaspp@cde.ca.gov

To subscribe to the *Assessment Spotlight*, send a blank email message to:

subscribe-caaspp@mlist.cde.ca.gov.

Previous Assessment Spotlight Issues at:

<https://www.cde.ca.gov/ta/tg/sa/assessmentspotlight.asp>



Alternate English Language Proficiency Assessments for California Update

Special Education Local Plan Area Meeting

November 2020

Overview

- Introduction to the Alternate ELPAC
- 2021 Milestones
- Preparing the for Alternate ELPAC Operational Field Test
- Alternate ELPAC Resources
- Test Settings

Introduction to the Alternate ELPAC

The Alternate ELPAC was designed to ensure that all California students will receive an accurate and standardized measurement of English Language Proficiency.

The Alternate ELPAC will provide statewide consistency in measurement and administration for students with the most significant cognitive disabilities.

Alignment with Standards: The Alternate ELPAC is aligned to the 2012 CA English Language Development Standards, via ELD Connectors that are reduced in depth, breadth and complexity as appropriate for the population.

Communication Modes: Eligible students will be able to participate in whichever mode of communication they use in the classroom including eye gaze, AAC devices or picture cards.

Features

The Initial and Summative Alternate ELPAC will follow the same test blueprint. It will be an online linear test.

The test forms will be consistent with the general Summative ELPAC and Initial ELPAC grades and grade spans

Task Types: Task types will be integrated.

Reading and Listening, will be combined into a single assessment task, called a **Receptive** task type.

Speaking and Writing, will be combined into a single assessment task, called an **Expressive** task type.

Note that eligible students must take the entire Alternate ELPAC. Domain exemptions are not available.

Eligibility

This assessment is for students with the most significant cognitive disabilities who have been determined eligible for alternate assessments by an IEP team.

Students who are English learners, or students who are potential English learners, based on the results of a Home Language Survey are eligible.

The Alternate ELPAC is for students who are in grades Kindergarten through twelve, and up to 22 years old.

California Assessment Accessibility Resources Matrix

Accessibility resources (universal tools, designated supports and accommodations) are allowed as a part of Alternate ELPAC.

California Assessment Accessibility Resources Matrix:

<https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp>

Individual Student Assessment Accessibility Profile Tool

Users may use the Individual Student Assessment Accessibility Profile, or ISAAP Tool to upload ELPAC test settings into TOMS.

ISAAP Tool: <https://www.elpac.org/test-administration/accessibility-resources/>

2021 Milestones

January and February—Operational Field Test

Late February—Standard Setting

May—Proposed Thresholds to State Board of Education

July—Initial Alternate ELPAC Launch

Summer—Student Score Reports

Preparing for the Operational Field Test

The Alternate ELPAC Operational Field Test will be held January 12 through February 16, 2021.

All eligible students must participate in the field test.

This includes all English learner students who have significant cognitive disabilities and who have been determined eligible for alternate assessments by their IEP team.

This will be an operational field test, meaning that summative scores will be released after threshold scores have been approved by the State Board of Education.

Summative Alternate ELPAC SSRs are anticipated to be released in Summer 2021.

The Alternate ELPAC Operational Field Test is a census field test, which means that it must be administered to all eligible kindergarten through grade twelve students.

Students must continue to be administered the Initial ELPAC through 2020–2021, which may include a locally determined alternate assessment, and be determined to be an EL prior to participating in the Alternate ELPAC Operational Field Test.

It is important to make sure that LEA staff has been properly trained to administer the field test. So, be sure that the virtual training has been completed and all staff have been trained to ensure a successful launch.

Alternate ELPAC Participation

To ensure that EL students with the most significant cognitive disabilities are included in participation, students must be administered at minimum one **receptive item** and one **expressive item**.


The R and E icons match the **Receptive** and **Expressive** icons in the Alternate ELPAC Directions for Administration, which will allow test examiners to quickly identify the item as such.

Registering Students

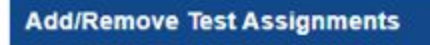
A few things to remember about the eligibility requirements for the Alternate ELPAC are:

- CALPADS special education Status of 'Yes'
- Primary language other than English or American Sign Language
- English Language Acquisition Status (ELAS) of EL
- Enrolled grade of K–12
- Student is under 22 years of age at time of administration

Steps to Register Individual Students

1. **Navigate** to the Test Operations Management System at <https://mytoms.ets.org>.
2. **Log into TOMS** with our credentials.
3. Select the **Students** tab of the upper navigation bar.
4. **Search** for your student under the **View & Edit** section.
5. Select the **View** icon  to enter your student's profile.
6. Select the **Test Assignments Tab** from your student's profile.

7. Select the **checkbox** next to “Alternate ELPAC Operational Field



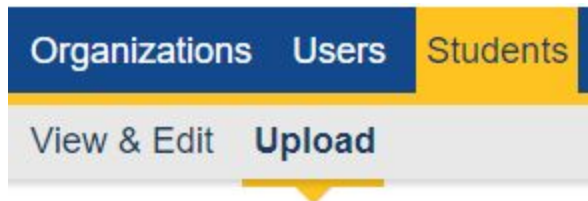
Test” Alternate ELPAC Operational Field Test

8. Select the **OK** button in the subsequent informational popup.
9. Select the **Save** button.

Note: Assigning a student to take the Alternate ELPAC Operational Field Test also will assign the student to take the CAASPP alternate assessments, but only if the LEA CAASPP coordinator already has assigned a CAASPP test administration window to the school.

Register Students in Bulk

1. **Navigate** to the Test Operations Management System at <https://mytoms.ets.org>.
2. **Log into TOMS** with our credentials.
3. Select the **Students** tab of the upper navigation bar.
4. Select the **Upload** tab from the sub-menu.



5. Use the **Upload Type** dropdown to select the **Test Assignments** upload type
6. Select the **Next** button.
7. Select the **Download Template** button.
8. **Populate** the template with students you wish to assign to the Alt ELPAC Field Test.
9. **Save** your upload file.
10. Back in TOMS select the **Next** button.
 - a. If you are returning to TOMS after being logged out, repeat steps 1 through 7 before picking up with step 10.

11. Select the [Choose File](#) button from the “Validate File” tab.
12. [Navigate](#) to and [select](#) the test assignment upload file you saved previously.
13. [Once the file is selected](#), the name of the file will appear next to the [Choose File](#) button.
14. Select the [Next](#) button to start the automatic validation.
15. When the file you’ve uploaded validates, [TOMS will send you an email](#).
 - a. The status will also update on the “File Validation Results” tab.
16. An [Upload](#) button will appear on the file validation results table.

1	Oct 23, 2020, 8:40 AM		Validated	UPLOAD
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Note: Users will not be presented with the option to upload errant or expired files. If the file had errors no upload button will show.

17. Select the [Upload](#) button.
18. [View](#) the status of pending and completed uploads on the “[Uploaded Files](#)” screen.
19. Once your upload has processes successfully, the “[Status](#)” column will update from [processing](#) to [successful](#).

Please allow [24 hours](#) from the time of the upload for all systems to consume uploaded assignments, prior to attempting to test students in the Alt ELPAC Field Test.

Test Administration

- IEP teams need to make decisions about how best to administer the Alternate ELPAC to their students
- Ensure that students have the best chance of demonstrating their English language proficiency.
- Most secure way of administering the Alternate ELPAC is in-person, whether at a school or other LEA-approved location using proper social distancing protocols.

Safe Administration Guidelines

Districts should follow the California Department of Public Health guidelines.

Guidance allows all schools to provide small group instruction and assessment to special education students and English learners. The CDE always recommends verifying that all COVID-19 safety and social distancing procedures required by local officials are being met prior to administration to ensure the safety of both students and staff.

Educational Testing Service released Suggested Guidelines for Physically Distancing Test Administration located at the following link:

<https://www.elpac.org/s/pdf/CAASPP-and-ELPAC--Physical-Distancing-Guidelines.pdf>

Administration Features

- Federal peer review requires that all rubric-scored items undergo a 10% back-read or second scoring for validity
- For sampling, LEAs will be notified soon if they are selected to participate in 2nd scoring that year. LEAs will not be asked to participate in 2nd scoring for two consecutive years.
- LEAs selected for second scoring will need to arrange to have a second test examiner (TE) present during testing. This secondary TE will need to complete Moodle test examiner training certification.
- The secondary TE observes testing and scores ONLY the rubric-scored items. These will be marked in the test administrator interface and directions for administration. The secondary TE will enter their scores in the data entry interface (DEI) during or as soon as possible following testing (all scores must be entered in DEI prior to close of testing window).
- The scores from the secondary TE do not affect the scale score for the student.

Mark as No Response Option

Like the CAA for Science, the Alternate ELPAC includes a “Mark as No Response” option which test examiners can use when administering the assessment.

Test examiners should use the “Mark as No Response” option only if they have presented the item (read the item) to the student and the student did not provide a response despite the test examiners best efforts to elicit a response.

This option allows students the opportunity to become responsive on a later item within the performance task. For example, the student may not respond to questions in the

first half of the assessment, but then then may respond to a question in the second half.

This option also allows for data to be collected about items that get high numbers of non-responses, which can be used to improve the test going forward.

Please also remember that test examiners may pause the test at any time if the student becomes nonresponsive, to give the student every opportunity to show what they know and can do.

They may pause and resume as many times as necessary, even over multiple days.

Locating Mark As No Response

Test examiners can access the "Mark as No Response" option by selecting the context menu, which is shown as an icon depicting three horizontal lines in the top right of the item or by right-clicking anywhere on the screen.

Please Note, once "Mark as No Response" is selected:

- An answer cannot be selected later on that item, unless the "Mark as No Response" option is unselected.
- If an answer has already been marked for the item, the "Mark as No Response" option is not available.
- The review screen at the end of the performance task will display as though the student provided an answer.
 - It will not present with a flag that indicates the item was skipped.
- For test questions that have two parts, if the "Mark No Response" is chosen, then the "Mark No Response" will be applied to both parts of that item: Part A and Part B.

Test examiners should select this option only after exhausting all opportunities to engage their student.

Surveys

The Operational Field Test will include both In-test and Post-test survey questions.

The In-Test Survey will be completed by the Test Examiner as they administer the test to each student (so, the survey will be released essentially as part of the test form).

These survey questions will be made available in advance in the Test Administration

Manual, Directions for Administration, and Moodle (so that TEs can be well prepared to answer) but they will focus on the student's English proficiency, primary communication mode, and the accessibility resources assigned pre-test and used post-test.

The Post-Test Survey will be released around the end of the admin window so that both TEs and LEA/site ELPAC coordinators can complete the survey after they have finished all of their test administrations.

Alternate Assessment IEP Team Guidance and Confirmation Worksheet

The resources will help IEP teams determine who is eligible for alternate assessments.

Alternate Assessment IEP Team Guidance is located at <https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp>

Alternate Assessment Decision Confirmation Worksheet is located at <https://www.cde.ca.gov/ta/tg/ca/documents/altassessmentdecision.pdf>.

Resources

You can find helpful Alternate ELPAC resources on the CDE Alternate ELPAC webpage <https://www.cde.ca.gov/ta/tg/ep/alternateelpac.asp>.

- Alternate ELPAC flyer
- Alternate ELPAC Factsheet
- Alternate ELPAC Parent Guide to Understanding
- The Alternate ELPAC High-Level Test Design
- Test Blueprints
 - including English Language Development Connectors
- Task Type Definitions
- General Performance Level Descriptors

On the ELPAC website (www.elpac.org), you will also be able to access additional resources such as the Training and Practice Tests, and the ELPAC and Alternate ELPAC Educator Opportunities to get involved the various test development activities, such as Item Writing and Standard Setting workshops.

Blueprints and English Language Development Connectors

The Alternate ELPAC is designed to align with the 2012 ELD Standards via ELD Connectors, which reduces the depth, breadth, and complexity of the standards, as appropriate for students with the most significant cognitive disabilities.

The ELD Connectors represent the highest level of expected performance in ELP for ELs with the most significant cognitive disabilities at a given grade or grade span.

A rigorous standard-setting process applied to actual assessment results will identify performance levels at various cut points along the ELP continuum to be used in score reporting.

Link to Blueprints and ELD Connectors is located at <https://www.cde.ca.gov/ta/tg/ep/documents/altelpacblueprint.pdf>.

Test Settings

Delay implementation of loading test settings into CALPADS to allow for an update to its current architecture to be made.

Continue existing process for loading student test settings into the Test Operations Management System will continue until at least 2022–23.

Educator Opportunities

ELPAC and Alternate ELPAC Opportunities to Get Involved web page is located at <https://www.elpac.org/getinvolved/>

Contact Us!

Contact the English Language Proficiency and Spanish Assessments office via email at elpac@cde.ca.gov or the CAASPP office at caaspp@cde.ca.gov

To subscribe to the Assessment Spotlight, send a blank email message to subscribe-caaspp@mlist.cde.ca.gov.

Previous Spotlight Issues are located at <https://www.cde.ca.gov/ta/tg/sa/assessmentspotlight.asp>



California Assessment of Student Performance and Progress Update
Steering Committee
November 2020

Spring 2021 Administration

- At the November 5, 2020 State Board of Education meeting, the State Board approved the CDE recommendation calling for shorten version of the ELA and Math state tests for the Spring 2021 administration.
- The above decision does not affect the CAST (Science) nor the CAA
- The Math or ELA Performance Tasks are not affected by the above decision, either

CAA 2021 Administration

- Teachers should be administering the CAA Science now.
- Certification from CDE is required and available by completing an online tutorial
 - Currently, only the CAA Science tutorial is available
 - ELA and Math tutorials coming soon (November 2020) as of the date of preparation of this document, not yet available

6.3 CAHELP Special Education Summit
Verbal report, no materials



Desert / Mountain Children's Center
17800 Highway 18
Apple Valley, CA 92307-1219

P 760-552-6700
F 760-946-0819
W www.dmchildrenscenter.org

MEMORANDUM

DATE: November 18, 2020

TO: Special Education Directors

FROM: Linda Llamas, Director

SUBJECT: Desert/Mountain Children's Center Client Reports

Attached are the opened and closed cases for the following services:

- Screening, Assessment, Referral and Treatment (SART)
- Early Identification Intervention Services (EIIS)
- School-Age Treatment Services (SATS)
- Student Assistance Program (SAP)
- Speech and occupational therapy

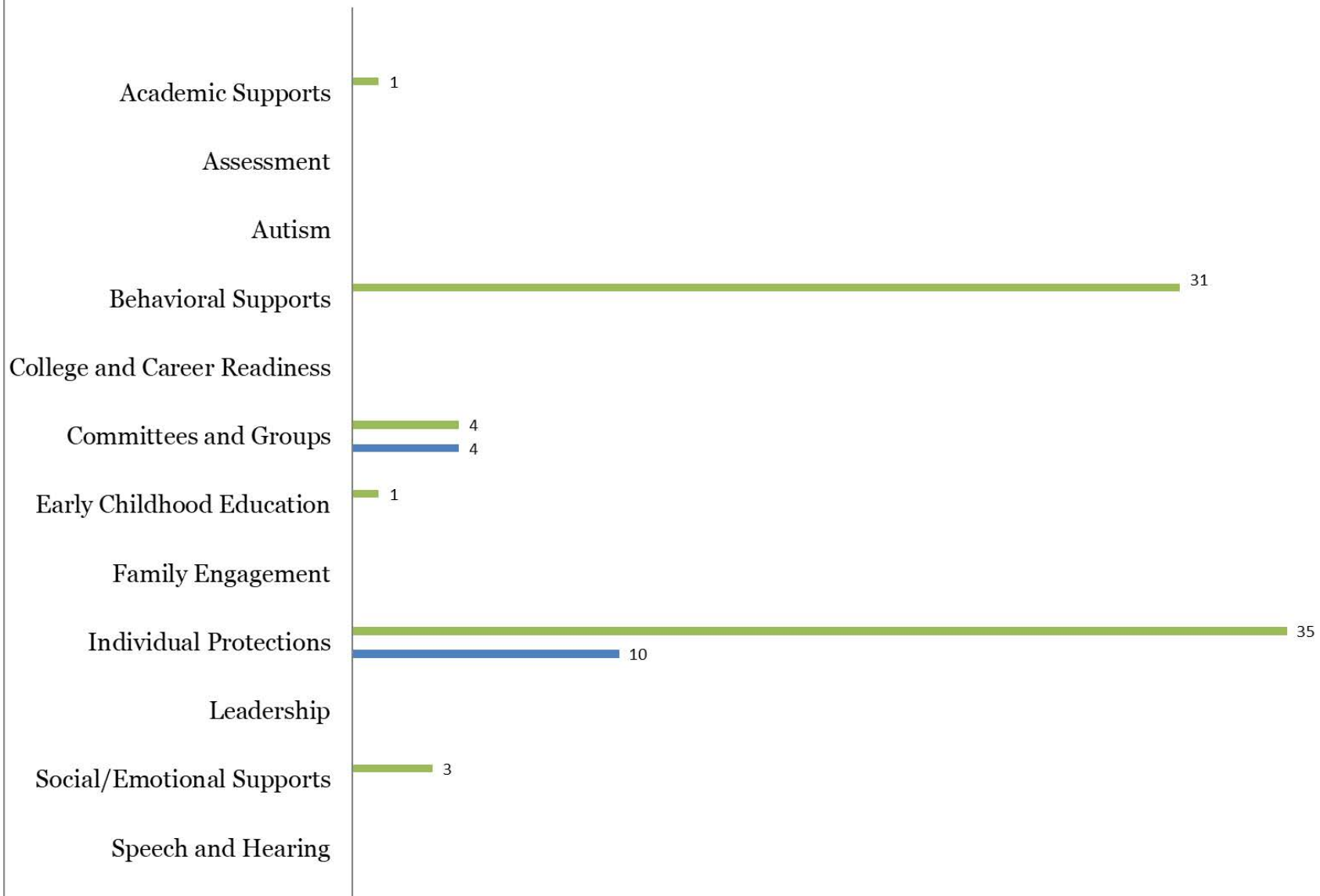
If you should have any questions, please contact me at (760) 955-3606 or by email at linda.llamas@cahelp.org

D/M CHARTER SELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY

OCTOBER 2020 - 14 PARTICIPANTS

75 YEAR-TO-DATE-PARTICIPANTS

■ Total Participants YTD by Content Area ■ On-Site Trainings ■ Regional Trainings



**Desert/Mountain Charter SELPA
Due Process Summary
July 1, 2020 - November 19, 2020**

D = Complaint Dismissed W = Complaint Withdrawn

DISTRICT										CASE ACTIVITY FOR CURRENT YEAR				
	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	Total	D/W	Resolution	Mediation	Settled	Hearing
Allegiance STEAM Acad - Thrive	N/A	N/A	N/A	N/A	N/A	0	0	0	0		0	0	0	0
Aveson Global Leadership Acad	N/A	N/A	2	1	5	1.5	0	0	9.5		0	0	0	0
Aveson School of Leaders	N/A	N/A	0	3	1	1.5	0	0	5.5		0	0	0	0
Ballington Acad for Arts & Sci	N/A	N/A	N/A	N/A	0	2	0	0	0		0	0	0	0
Desert Trails Prep Academy	0	0	0	0	0	0	0	0	0		0	0	0	0
Encore Junior/Senior High School	0	0	0	0	0	0	0	0	0		0	0	0	0
Encore High School, Riverside	N/A	N/A	0	0	0	1	1	0	2		0	0	0	0
Julia Lee Performing Arts Acad	N/A	N/A	N/A	N/A	N/A	0	0	0	0		0	0	0	0
LaVerne Elem Preparatory	0	0	0	0	0	0.5	0	0	0.5		0	0	0	0
Leonardo da Vinci Health Sci	0	0	0	0	0	0	0	0	0		0	0	0	0
Odyssey Charter School	N/A	N/A	0	0	0	0	0	0	0		0	0	0	0
Odyssey Charter School - South	N/A	N/A	N/A	N/A	N/A	0	0	0	0		0	0	0	0
Pasadena Rosebud Academy	N/A	N/A	N/A	N/A	N/A	1	0	0	1		0	0	0	0
Pathways to College	0	0	0	0	0	0	0	0	0		0	0	0	0
Taylion High Desert Academy	0	0	0	0	0	0	0	0	0		0	0	0	0
SELPA-WIDE TOTALS	0	0	2	4	6	7.5	1	0	18.5		0	0	0	0

**Desert/Mountain Charter SELPA
 Due Process Activity Summary
 July 1, 2020 – November 19, 2020**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
1. LEA Case No. 2020							
2. Case No. 2020							
3. Case No. 2020							
4. Case No. 2020							

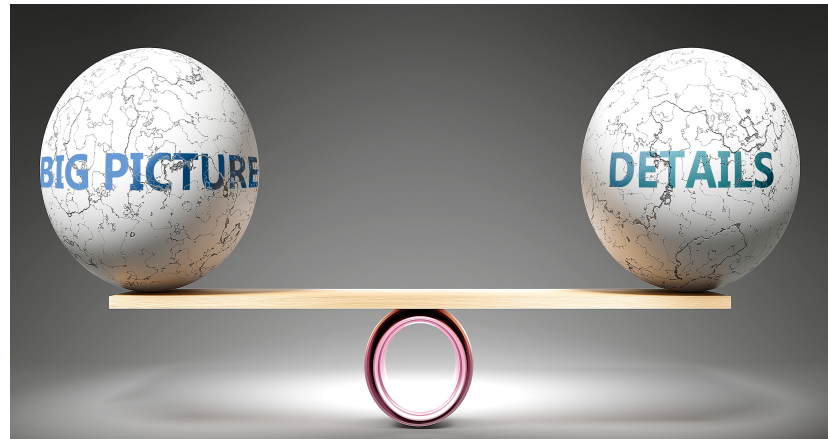
Desert /Mountain Charter SELPA
Legal Expense Summary
As of November 19, 2020

2000-2001	0.00
2001-2002	0.00
2002-2003	0.00
2003-2004	0.00
2004-2005	0.00
2005-2006	0.00
2006-2007	0.00
2007-2008	0.00
2008-2009	0.00
2009-2010	0.00
2010-2011	0.00
2011-2012	0.00
2012-2013	0.00
2013-2014	0.00
2014-2015	0.00
2015-2016	7,378.00
2016-2017	33,886.61
2017-2018	70,994.67
2018-2019	113,834.81
2019-2020	58,033.90
2020-2021	6,099.00

6.7 Office of Administrative Hearings COVID-19 Decisions
Verbal report, no materials

Responding to School Disruptions: Enhancing Tier One Interventions

This course focuses on positive student outcomes for school teams providing a multi-tiered system of support to all students, families, and educators. As teams and school site personnel transition back to in-person learning, it is important to continuously build the capacity of current tier one systems and practices by bridging Positive Behavioral Interventions and Supports (PBIS) and School Mental Health. Participants will gain a deeper understanding of how to adapt and respond to school disruptions by focusing on enhancing tier one interventions using Social-Emotional Learning (SEL) strategies in the classroom, and the benefits of implementing universal screeners.



Presented By

Athena Vernon
Prevention and Intervention Lead Specialist

Pamela Strigglers
Prevention and Intervention Lead Specialist

Angela Mgbeke
Prevention and Intervention Specialist

Date

December 1, 2020

Time

Training time 1:00 - 3:30 p.m.

Location

Virtual training, a link will be sent to each participant after registering. **This training may be recorded.**

Audience

General education teachers, special education teachers, counselors, school psychologists, site and district administrators, paraprofessionals.

Cost

Free to attend

Registration

Please register online at:

<https://sbcss.k12oms.org/52-194564>

Special Accommodations

Please submit any special accommodation requests at least fifteen working days prior to the training by notating your request when registering.



CAHELP
17800 Highway 18
Apple Valley, CA 92307



Jeni Galyean
Jeni.Galyean@cahelp.org
442.292.5094 ext. 213



www.cahelp.org/
<https://sbcss.k12oms.org>

Caring, Connecting, and Celebrating: Work and Life Balance

Take time to invest in your self-care while connecting with colleagues and celebrating your hard work and dedication to students and families. Grab a cup of cocoa, coffee, or tea and enjoy an hour of reflection sprinkled with laughter.

Presented By

Robin McMullen, Intervention Specialist

Natalie Sedano, Prevention and Intervention Lead Specialist

Jessica Soto, Prevention and Intervention Specialist

Date

December 17, 2020

Time

Training time 2:00 - 3:00 p.m.

Location

Virtual training, a link will be sent to each participant after registering.

Audience

Special education teachers, general education teachers, paraprofessionals, site administrators, district administrators, school psychologists, school counselors and support staff.



Cost

Free to attend

Registration

Please register online at:
<https://sbcss.k12oms.org/52-195753>

Special Accommodations

Please submit any special accommodation requests at least fifteen working days prior to the training by notating your request when registering.



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17800 Highway 18
Apple Valley, CA 92307



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www.cahelp.org/
<https://sbcss.k12oms.org>

SELPA Administrators of California
CALPADS / Compliance Committee (C3) Report
November, 2020

Monitoring and Reporting Updates

CALPADS Code Sets Cheat Sheet

Do you sometimes feel like everybody is speaking a foreign language? We have pulled the CALPADS Code Sets for Special Education into a single document for easy reference. Click [HERE](#) for the CALPADS Code Sets Cheat Sheet.

Compliance Calendar

Don't forget our comprehensive annual calendar incorporates items related to compliance and is updated in a "living document" in the Google Folder where our published reports will be housed. As dates are provided or modified, the calendar will be updated, so plan to visit regularly. Click [HERE](#) for the Compliance Calendar. The following are some due dates coming up:

December 15	SEP and CCEIS Plans due to CDE
December 18	CALPADS Fall 1 Submission Certification Deadline
January 29	CALPADS Amendment Window Ends
February 1	SELPA Approval of DRDP Submission

And, we also can expect some data previews and determinations to come. CDE has stated they will be doing a "Mega-Letter LITE" this year, which will consist of (a) annual determination based on last year activities, and (b) same activity and level as last year unless this is Year 1 of significant disproportionality.

November 25	Annual Determination Preview to SELPAs
January 10	Annual Determination Notifications sent
January 10	Significant Dispro. Notifications sent
February 10	Special Education Plan (SEP) Notifications sent

Overdue Assessment and IEP Answers

Some members shared concerns that due to the pandemic and assessment and meeting timelines being "off," this may result in a Prong II level review. CDE confirmed there is no way to avoid Prong II identification if that happens as it is a federal requirement. It would occur sometime after November 15th and CDE offered to work with us on the actual timeline. The corrective action for these is to hold an IEP for the student, and typically these are due 45 days from notification for student-level and 60 days from notification for policy and procedures corrective actions.

Significant Disproportionality

SPP-TAP CCEIS Workshop B registration link was sent from SPP-TAP to selected LEAs on August 20, 2020. The process was described two parts: First, there was a *Webinar* on 9/23/20 from 9-11 a.m., (Recorded Workshop B Link [HERE](#)) and *Consultation Appointments with your FMTA* to review your progress, to be set up individually and coordinated with SPP-TAP. CCEIS plans continue to be **due December 15, 2020**. Questions? Contact your [FMTA](#) for Intensive Monitoring, or click to contact [SPP-TAP](#) at the Napa COE. See SIL opportunity with Dr. Edward Fergus below!

Targeted or Intensive Review

Special Education Plans (SEP) continue to be **due to CDE by December 15th**. LEAs identified for targeted and intensive review will continue in 2020-2021 and the level of monitoring will not change. The only

exception would be if an LEA was identified as Significantly Disproportionate in 2019-2020, then they would automatically go into intensive review. Certain Elements are a part of the Dashboard & APR. This year is a shortened year and data is incomplete. We are unsure which data CDE will be using, although we are told that attendance and suspension data will be truncated.

Personnel Data Report

Just a friendly reminder that the Personnel Data Report data will use October 7th data when it comes due next year. You may want to pull your current staffing to avoid having to go back later.

Information from CDE

Per a 10/13 email from Shiyloh Becerril, CDE and CALPADS got together and came to the following resolutions on items from our October SELPA meeting we had concerns with.

1. CDE will allow Evaluations to be amended.
2. Exits cannot be attached to a Meeting type 40 (triennial), so if a child is determined to be ineligible at a reevaluation, your vendor should send or update an IEP record with an exit code. C3 NOTE: SEIS has provided steps for resolving this issues as follows:
 - a. If the Exit Date/Reason was tied to the student's Annual *and* Triennial transaction, the Triennial transaction can be marked Do Not Report.
 - b. If the Exit Date/Reason was *only* tied to the Triennial transaction, then the Exit Date/Reason will need to be added to the student's last/most recent IEP transaction (including an Amendment) and the Triennial transaction can be marked Do Not Report.
3. CDE will not make any changes to the current error 438 to trigger on changes to disability.
4. CDE will retain the requirement in the data system that the disability codes in the IEP and the Evaluation (or most recent reevaluation) must be the same. If the disability code changes then the vendor can submit a new IEP record. But CDE believes that if the LEA changes the disability during a reevaluation, then if the LEA reviews the current IEP and determines the services and placement they have met the requirements of 34 CFR 300.324 (b). So a new or updated IEP should be uploaded to CALPADS reflecting the new disability to CALPADS. The LEA can work with their vendor to determine the best means to do this.



Restraint and Seclusion Reporting

CDE is focusing on SELPAs who reported zero restraints as opposed to individual LEAs. There are 7 SELPAs in this situation and they will be contacted individually by CDE. At this time they are looking at improving data quality and there are no corrective actions associated with this. They stated they are not using the data for monitoring, but data quality, and that they will put districts on a normative curve. Since many of the SELPAs reporting zero were single district, it would be worthwhile to review your numbers to see what your LEA data looks like and work with them on a plan to improve special education data in

this area. CDE said some had poor communication with nonpublic schools and need a process for this. When asked what general education data looked like, CDE reported they have not looked at it yet. However, if some districts are not reporting general education restraints, this will have the effect of making it look like 100% of the restraints are for special education.

CALPADS Information Meeting (CIM)

These meetings are held each October and April, and the most recent presentation is linked [HERE](#). Of particular interest for special education are the following:

- 29-35 Special Education CALPADS validations and certifications; SELPA ODS Extract access for SPED, SSRV, and DSEA; new CALPADS Report 16.5 must be certified for Fall 1; Kindergarten program settings
- 44-47 Credentialing reporting in CALPADS / CalSAAS, and misassignment monitoring
- 49-52 Work-Based Learning (we'll cover in December)
- 64-67 Fall 1 Checklist to keep your teams on track through December (pretty nice reference)

CALPADS Assignment Monitoring

Per the CIM presentation linked above, the 2019-20 year is a non-consequential year for credential mis-assignments, however the 2020-21 year will be consequential. Per an email of 10/30/20 from CALPADS, there are regular meetings to help users understand the process. The Zoom link for the CDE/CTC Assignment Monitoring Weekly Office Hours has been updated to allow for increased capacity. These meetings will still occur every Monday from 2:00 p.m. - 3:00 p.m. and will be attended by CDE as well as CTC staff to answer questions about the assignment monitoring process, CalSAAS, and the associated CALPADS data. You must register for these webinars. For questions, please contact Brandi Jauregui at bjaregu@cde.ca.gov

Register in advance for this webinar:

https://us02web.zoom.us/webinar/register/WN_ZoUO7ijITCiOm0fW-pSEXg

CDE Compliance Complaints Survey

Please either complete the survey yourself or forward to LEA directors to complete as appropriate. We are working with the Due Process Committee to get some baseline information about complaints investigations and processes to help us represent the interests of the association. We would prefer to have responses by Friday, November 13, 2020. Click [HERE](#) for the brief survey.

C3 Team Deliverables

Updated Work Plan

- Monthly C3 Report with links (DONE, continuing)
- CALPADS Flash Summaries (DONE, continuing)
- Communications alignment (in progress and ongoing)
- Complete compliance calendar for Directors (DONE)
- Generate exemplars of SEP Plans that would meet CDE guidelines (in progress)
- Compile collection of resources ideas on element improvement strategies (DONE)
- Create SELPA/SIL-produced webinars for LEA team SEP leads (DONE)
- Compile and share sample reports and proactive searches to improve SELPA and LEA compliance (DONE and in progress)
- Provide New Directors Training (planning in progress)

New Work Plan Items

- We will be working with the Transition Committee to present at December SELPA on the topic of Work-Based Learning reporting to help get your teams ready for EOY3/4.
- Private Schools Reporting – We will work on pulling together some definitive guidance on reporting for SELPAs and their responsible data staff.
- After the success of the *Making Sense* workshop, we scheduled a follow up *In Search Of...* workshop for SELPA Administrators, and we see value in and are now developing a best practices in data reporting workshop for classified CALPADS special education data staff.

- Charter Schools Reporting - With some recent questions around charter schools, we will work on pulling together guidance on identifying the DSEA, and how and when they are represented in SELPA-level CALPADS reports.
- We are working with the Due Process Committee and the Executive Committee to get information on compliance complaints investigations and processes, and will be compiling and analyzing survey responses later this month to spot trends and issues.

Training Opportunities

Getting Ahead and Staying There

***** ALL NEW!!!** [In Search Of...with Heather DiFede](#) on **November 4 from 12:00 to 1:00 p.m. via Zoom** will get SELPA Administrators organized for Census Day with an overview of proactive preparation ideas, and DIY reports and searches. Linked agenda for this workshop is [HERE](#). If you were not able to attend, the session was recorded and the recording link is located [HERE](#).

***** ALL NEW!!!** [Data Quality Toolkit 2.0: Updates and Enhancements to Further Guide LEA Leadership Teams Along Their Data Improvement Journey](#). System Improvement Leads just announced this 3-hour professional learning opportunity that will allow participants to explore enhancements and updates to the Data Quality Toolkit (DQT). The toolkit supports LEAs along their improvement journey by centralizing resources to support data quality efforts in the three domains: Data Governance, System Design and Development, and Data Use. Please forward to your LEA data teams register and attend one of these sessions.

***** ALL NEW!!!** [Solving Disproportionality and Achieving Equity For Elementary Leaders](#) and [Solving Disproportionality and Achieving Equity For Secondary Leaders](#) from our System Improvement Leads. Join Dr. Edward Fergus as he takes elementary and secondary cohorts of school leadership teams through his book *Solving Disproportionality and Achieving Equity: A Leader's Guide to Using Data to Change Hearts and Minds*. There are three cohorts available for each Elementary and Secondary School Leadership Teams. Each cohort will receive two days of virtual training (both days are required) 8:30 a.m. - 12:00 p.m. All participants will receive Dr. Fergus' book to walk through vignettes and case studies.

***** IN PROGRESS!!!** [Root Cause Analysis: Investigating Problems in our School Systems](#). This three-part series continues to support the work involved with system improvement and the SEP Plan process. Another cohort will begin in the Spring of 2021...stay tuned!

***** ALL NEW!!! *****

From the Supporting Inclusive Practices (SIP) Project

[Equity In Education Courses Presented by Epoch Education](#)

Epoch Education is offering Supporting Inclusive Practices (SIP) Grantees and California Educators access to nine, one-hour, web-based learning modules focused on equity in education. Registration will grant you access to the nine modules until June 31st, 2021. It may take several weeks for you to receive the access link from Epoch education. Please register for course access by Friday, October 30th. For more information on the Equity in Education Courses and registration, please visit the [SIP events webpage](#).

[Professional Learning Webinar Series for Paraeducators: Building a Community of Support](#)

An effective inclusion program requires all staff to be highly trained in supporting students' individualized needs. Paraeducators play a critical role in providing access to instruction and resulting post-secondary outcomes. This year-long series will focus on roles/responsibility, behavior support and universal design for learning. Paraeducators, Teachers and Administrators register now! Webinars will be recorded. To view the recorded webinars and access presentation materials and resources, visit the SIP Paraeducator Webinar Series [Padlet](#). For more information and to register for the Paraeducator professional learning webinar series, visit the [SIP events webpage](#).

[Epoch Education Equity Webinar Series](#)

These live webinar series will address equity in education through the lens of special education. Each session will connect culturally relevant pedagogy to special education.

October 15 th , 3:00- 4:30	<i>Creating A Culturally Relevant Special Education Process</i>
October 29 th , 3:00 -4:00	<i>Individualized Education Program (IEP) Design Through the Lens of Implicit Bias</i>
November 12 th , 3:00- 4:00	<i>Equity and Compliance Within Special Education</i>

To view the *recorded* webinars and access presentation materials and resources, visit the SIP Epoch Education webinar series [Padlet](#). For more information and to register for the Epoch Education Equity webinar series, visit the [SIP events webpage](#).

[SIP Recorded Webinars](#)

The SIP team has created an array of recorded webinars and pre-recorded web-modules that can be used as professional learning opportunities. Each webinar and webinar includes a padlet of resources that accompany the presentation with materials and resources. The prerecorded web-modules also include self-paced activities for participants to engage with as they view the web-module. See below for a list of the SIP-hosted, recorded webinars and prerecorded web-modules:

- UDL - A Call to Action for Administrators and Teachers with Dr. Katie Novak:*
a 4-part series
- Co-Teaching in a New Era: Strategies for In- Person and Virtual Instruction:*
web-module series
- Universal Design for Learning:* web-module series
- Transition Planning for Students with Disabilities:* webinar series
- Behavior/Restraint and Seclusion (AB 2657)*

For access to all of SIP's recorded webinars and pre-recorded web-modules, visit the [SIP Resources Webpage](#). For any questions related to SIP professional learning and resources, please contact Janelle Mercado, SIP Program Coordinator at jmercado@edcoe.org

Compliance-Related Activity	When to Expect	Confirmed	SELPA Action Recommended
CALPADS Submission Census Day Fall 1	October 7, 2020	Yes	Run Report per instructions HERE
Dispro Self-Study Due in SECMS Software	October 15, 2020	Yes	Support LEAs with Policy/Procedures of SELPA
Excess Cost Calculation	November 15, 2020		Instructions HERE
Extraordinary Cost Pool	October 30, 2020		Information HERE
SEMA - Update SYT and Exceptions to Reduce MOE	November 15, 2020		Instructions HERE
SEMB - Update SYT and Exceptions to Reduce MOE	November 15, 2020		Instructions HERE
Table 8 Completion and Submittal	November 15, 2020		Instructions HERE
Annual Determination Preview to SELPAs	November 25, 2020		Review for accuracy, submit errors to CDE or C3
Significant Disproportionality 20-21 Preview to SELPAs	December 1, 2020		Review for accuracy, submit errors to CDE or C3
Significant Disproportionality 19-20 CCEIS Plan Due	December 15, 2020	Yes	Requires SELPA review and signature
Special Education Plan (SEP) Due to CDE	December 15, 2020	Yes	SED 1920 Monitoring Padlet HERE
CALPADS Fall 1 Certification Deadline	December 18, 2020	Yes	SELPA Approval in CALPADS software
Dispro Corrective Actions Notification to LEAs	December 30, 2020		
Annual Determination Notification	January 10, 2021		
Significant Disproportionality Notification	January 10, 2021		Review process if new to Sig Dis HERE
Dispro Policy and Procedures Corrective Actions Due	February 1, 2021		or 60 calendar days from notification
Dispro Student-level Corrective Actions Due	February 1, 2021		or 45 calendar days from notification
DRDP Fall Final Submission Due	February 1, 2021	Yes	Requires SELPA review and approval
Special Education Plan (SEP) Notification	February 10, 2021		SED 2021 Monitoring Padlet HERE
Data Identified Noncompliance (DINC) SELPA Preview	March 2, 2021		Review for accuracy, submit errors to CDE or C3
Data Identified Noncompliance (DINC) Notification	March 10, 2021		Unpack and send individually to LEAs
Special Education Plan (SEP) Assurances Due	March 10, 2021		
Special Education Plan (SEP) Acceptance Letter	March 15, 2021		Expect approximately 90 days after submission
Personnel Data Report (PDR) Notice and Instructions	April 1, 2021		Instructions HERE
Annual Performance Reports Preview to LEA and SELPA	May 5, 2021		Review for accuracy, submit errors to CDE or C3
DINC Deadline for Corrective Actions	May 15, 2021		
Significant Disproportionality Assurances Due	May 18, 2021		Ensure timely submission
Annual Performance Reports Deadline to Report Errors	May 25, 2021		
Annual Budget Plan Due to CDE	June 30, 2021	Yes	Prepare for April-May Governance Approval
Annual Service Plan Due to CDE	June 30, 2021	Yes	Prepare for April-May Governance Approval
CALPADS Submission EOY3 and EOY4	June 30, 2021	Yes	Run Report per instructions HERE
SELPA Local Plans Due to CDE, revisions or on cycle	June 30, 2021	Yes	Prepare for April-May Governance Approval
DRDP Spring Final Submission Due	July 1, 2021	Yes	Requires SELPA review and approval
CALPADS EOY3 and EOY4 Certification Deadline	July 30, 2021	Yes	SELPA Approval in CALPADS software

Dispro Data Preview to SELPAs	August 1, 2021		Review for accuracy, submit errors to CDE or C3
Dispro Status Notification to LEA and SELPA	July 27, 2021		Sample notification from 2020 HERE
Dispro Student Files Confirmed	August 18, 2021		File copies of all CDE communication to LEAs
Table 8 Instructions and Template Become Available	August 22, 2021		
Personnel Data Report (PDR) Due	August 24, 2021		
Annual Assurances Support Plan	June 30, 2023		Due date revised, legislation language HERE
Annual Performance Reports Posted On CDE Website	August 24, 2021		Reports posted HERE
Excess Cost Instructions Posted	August, 2021		Instructions HERE
CALPADS Fall 1 Amendment Window	Dec. 19 to Jan. 29, 2021	Yes	
DRDP Fall Report Data Entered	Dec.-Jan. 2021	Yes	Remind LEA staff
Significant Disproportionality Workshops	Feb. to March, 2021		Ensure full LEA teams register
CALPADS EOY3 and EOY4 Amendment Window	July 31 to Aug. 27, 2021	Yes	
DRDP Spring Data Entered	May-June 2021	Yes	Remind LEA staff
DINC Prong II Additional Submission	N/A for 2020-21		
CALPADS Post-School Outcomes Report			

Fiscal-related item

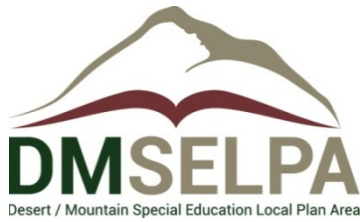
Green

Hard deadline

Red

CDE Confirmed

"Yes" is based on either website or staff information, and if blank, it is the month/day it happened last year and is subject to revision, so keep checking back.



Desert / Mountain Special Education Local Plan Area
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MEMORANDUM

DATE: November 17, 2020

TO: Special Education Directors And Management Information System Contacts

FROM: Colette Garland, MIS Support Analyst

SUBJECT: October 7, 2020 Pupil Count/CALPADS Certification

All Pupil Count data effective between July 1, 2020 through October 7th, 2020, must be entered into the SELPA WebDA system and submitted through the WebIEP/CALPADS portal no later than **December 18, 2020** to meet the first certification deadline as per CALPADS requirement. CALPADS certification must be free of all certification errors with LEA and SELPA certification completed.

PLAN TYPE 30 – this information will be extracted from WebIEP and added to each LEAs WebIEP/CALPADS portal for LEA submission.

Should decertification be necessary, that process will take place during the Amendment window and final CALPADS certification will be due by **January 29, 2021**. Please run your CALPADS reports from WebDA and your LEA CALPADS reports from CALPADS to review and correct for errors.

As always, thank you for your continued support in ensuring that both Desert/Mountain SELPA and Desert/Mountain Charter SELPA complete the data collection, reporting, and submission process as required by the California Department of Education.

The following schedule will be used for the October 7, 2020 Pupil Count/CALPADS Submission:

December 18, 2020 *First Certification of CALPADS data*

January 29, 2021 *Second and Final Certification of CALPADS data.*

Please review the above schedule. If you anticipate problems meeting these deadlines, please let me know immediately so that assistance can be provided to you. If you have any questions, please call me at (760) 955-3565 or email colette.garland@cahelp.org.





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MEMORANDUM

Date November 20, 2020
To: Directors of Special Education
From: Peggy Dunn, Program Manager

Subject: **Occupational and Physical Therapy Reports**

Attached are the occupational and physical therapy Referral Status, and Current Students Direct Services reports by district.

If you have any questions concerning either report, please contact me at (760) 955-3568 at peggy.dunn@cahelp.org

Upcoming Trainings

Date/Time	Event	Location
11/23/2020 1:00 PM - 2:00 PM	FAMILY FUN DAYS	VIRTUAL
12/1/2020 1:00 PM - 3:30 PM	RESPONDING TO SCHOOL DISRUPTIONS: ENHANCING TIER ONE INTERVENTIONS	VIRTUAL
12/2/2020 1:30 PM - 4:00 PM	PBIS TK-12 TEAM TRAINING - TIER 2 IMPLEMENTATION - ALT ED-B	VIRTUAL
12/2/2020 2:00 PM - 4:00 PM	STRUCTURED LITERACY WHAT, WHY, WHO, AND HOW?	VIRTUAL
12/8/2020 2:00 PM - 3:30 PM	COLLABORATIVE IEP: ALIGNING THE SUN, THE MOON, AND THE STARS	VIRTUAL
12/8/2020 1:30 PM - 4:00 PM	PBIS TK-12 TEAM TRAINING - TIER 2 IMPLEMENTATION - COHORT 10B	VIRTUAL
12/8/2020 9:00 AM - 10:30 A	WEBIEP AM QUESTION AND ANSWER SESSION	VIRTUAL TRAINING
12/8/2020 2:00 PM - 3:30 PM	WEBIEP PM QUESTION AND ANSWER SESSION	VIRTUAL TRAINING
12/9/2020 2:00 PM - 4:00 PM	HONK! HONK! STOP, ASSESS, AND DRIVE YOUR READING INSTRUCTION!	ONLINE
12/9/2020 2:00 PM - 2:45 PM	REAL TALK- JUGGLING THE HOLIDAYS WITH KIDS: THREE SIMPLE TIPS FOR A HEALTHIER, HAPPIER HOLIDAY SEASON	VIRTUAL

For more information, visit the CAHELP Staff Development calendar ([url: www.cahelp.org/calendar](http://www.cahelp.org/calendar))
 17800 Highway 18, Apple Valley, California 92307
 (760) 552-6700 Office * (760) 242-5363 Fax

Upcoming Trainings

Date/Time	Event	Location
12/15/2020 9:00 AM - 10:30 A	WEBIEP AM QUESTION AND ANSWER SESSION	VIRTUAL TRAINING
12/15/2020 2:00 PM - 3:30 PM	WEBIEP PM QUESTION AND ANSWER SESSION	VIRTUAL TRAINING
12/16/2020 1:30 PM - 4:00 PM	PBIS TK-12 TEAM TRAINING - TIER 2 IMPLEMENTATION - COHORT 10A-1	VIRTUAL
12/16/2020 1:30 PM - 4:00 PM	POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS, (PBIS) K-12 - TEAM TRAINING - TIER 2 IMPLEMENTATION - COHORT 10A-1	VIRTUAL
12/17/2020 5:00 PM - 6:30 PM	COMMUNITY ADVISORY COMMITTEE	VIRTUAL
12/21/2020 1:00 PM - 3:00 PM	FAMILY FUN DAYS	VIRTUAL
1/12/2021 1:00 PM - 2:15 PM	Classroom Structure and Management	Online
1/12/2021 2:00 PM - 3:30 PM	THE ART OF FACILITATING IEP MEETINGS	VIRTUAL
1/20/2021 1:00 PM - 2:30 PM	PHYSICAL THERAPY/OCCUPATIONAL THERAPY/ADAPTED PHYSICAL EDUCATION/ORTHOPEdic IMPAIRMENT COLLABORATIVE CONFERENCE	WEBINAR
1/27/2021 8:30 AM - 3:30 PM	CHECK-IN CHECK-OUT INTERVENTION	DMESC

For more information, visit the CAHELP Staff Development calendar ([url: www.cahelp.org/calendar](http://www.cahelp.org/calendar))
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Upcoming Trainings

Date/Time	Event	Location
1/28/2021 8:30 AM - 2:30 PM	CREATING A RESPONSIVE CLASSROOM	DMESC

For more information, visit the CAHELP Staff Development calendar ([url: www.cahelp.org/calendar](http://www.cahelp.org/calendar))
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Structured Literacy What, Why, Who and How?

Presented By

Bonnie Garcia, Program Specialist

Date

December 2, 2020

Time

2:00 - 4:00 p.m.

Cost

Free to attend



Do your students struggle with literacy?

Do you have struggling readers in your class?

In this course, participants will first be provided with a brief overview related to the reading brain and dyslexia. Then, participants will take a deep dive into structured literacy, an instructional approach used to explicitly, systematically, cumulatively, and diagnostically teach reading.

The term was coined by the International Dyslexia Association to encompass evidence-based approaches (e.g., Orton Gillingham) and programs that are aligned to the Knowledge and Practice Standards for Teachers of Reading. Participants will walk away with an understanding of structured literacy and how to apply it through explicit, multisensory, structured, sequential, comprehensive, and cumulative instruction.

Location

Online/Zoom, a link will be sent to each participant after registering.

This training may be recorded.

Registration

Please register online at:

<https://sbcss.k12oms.org/52-194397>

Audience

General education teachers, special education teachers, speech-language pathologists, and administrators.

Special Accommodations

Please submit any special accommodation requests at least fifteen working days prior to the training by notating your request when registering.



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Alternative Dispute Resolution (ADR) Training Opportunities

You are cordially invited to participate in the following Alternative Dispute Resolution (ADR) virtual trainings which focus on improving communication, facilitation skills, negotiation techniques, and understanding of parents' perspectives. These skills and knowledge can be used to improve relationships with parents and can be utilized during difficult IEP meetings, parent conferences, when working with advocates, and in other general settings.

Presented By

Karina Quezada, Psy.D., Program Specialist

Dates

December 8, 2020

January 12, 2021

February 4, 2021

Times

All training times are from 2:00 - 3:30 p.m.

Location

Virtual training, a link will be forwarded to each participant after registering. **This training may be recorded.**

Audience

Special education teachers, general education teachers, administrators, school psychologists, and speech pathologists.

Cost

There is no fee for this training.

Special Accommodations

Please submit any special accommodation requests at least fifteen working days prior to the training by notating your request when registering.

Collaborative IEP: Aligning the Sun, the Moon, and the Stars December 8, 2020

In this course, participants will gain an understanding of the collaborative IEP process including such cornerstones as developing effective agendas, setting the stage for collaboration, building consensus, and working through challenges. Participants will learn the basics of principled negotiations and learn tools for effective communication. Self-care amid conflict will also be discussed.

Register online at: <https://sbcss.k12oms.org/52-195418>

The Art of Facilitating IEP Meetings January 12, 2021

Facilitation is the process by which an individual assists an IEP team with communication and problem-solving strategies so that the IEP team can develop an educational program that is child-focused while maintaining positive working relationships. The focus of this training is in helping participants learn facilitation techniques so that they can become neutral facilitators when requested to facilitate an IEP meeting. The role of the facilitator, the stages of facilitation, crucial communication and listening skills, and systematic problem solving will be discussed in this training.

Register online at: <https://sbcss.k12oms.org/52-195419>

Meaningful Parent Participation February 4, 2021

Assisting parents in understanding the IEP process, the educational jargon, and their role as meaningful IEP team members will pave the way for building and maintaining relationships and will result in more efficient IEP meetings. Participants will gain an appreciation for the benefits parent involvement can bring to the school; increase knowledge of how to develop a genuine partnership with parents; understand the legal requirements under IDEA; and develop the ability to have collaborative IEP meetings among all stakeholders.

Register online at: <https://sbcss.k12oms.org/52-195421>



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Compare and Contrast: IMSE Curriculum vs. AOG Approach

The Orton-Gillingham (OG) approach has existed since the 1930's. The academy of Orton-Gillingham (AOG) is an accrediting and certifying body dedicated to upholding the highest professional and ethical standards for the practice of the Orton-Gillingham approach. The institute of Multisensory Education (IMSE) is a curriculum built around the OG approach. Come ready to compare and contrast the similarities and differences of AOG and IMSE and be prepared to discuss how to implement both.

Presented By

Bonnie Garcia, Program Specialist

Date

December 9, 2020

Time

2:00 - 3:30 p.m.

Location

Virtual/Zoom

This training may be recorded.

Audience

General and special education teachers, and administrators.



Cost

Free to attend.

Registration

Please register online at:

<https://sbcss.k12oms.org/52-195798>

Special Accommodations

Please submit any special accommodation requests at least fifteen working days prior to the training by notating your request when registering.



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*Physical Therapy/
Occupational Therapy/
Adapted Physical
Education/Orthopedic
Impairment Collaborative
Conference*

Presented By

Codi Andersen,
Physical Therapist II

Date

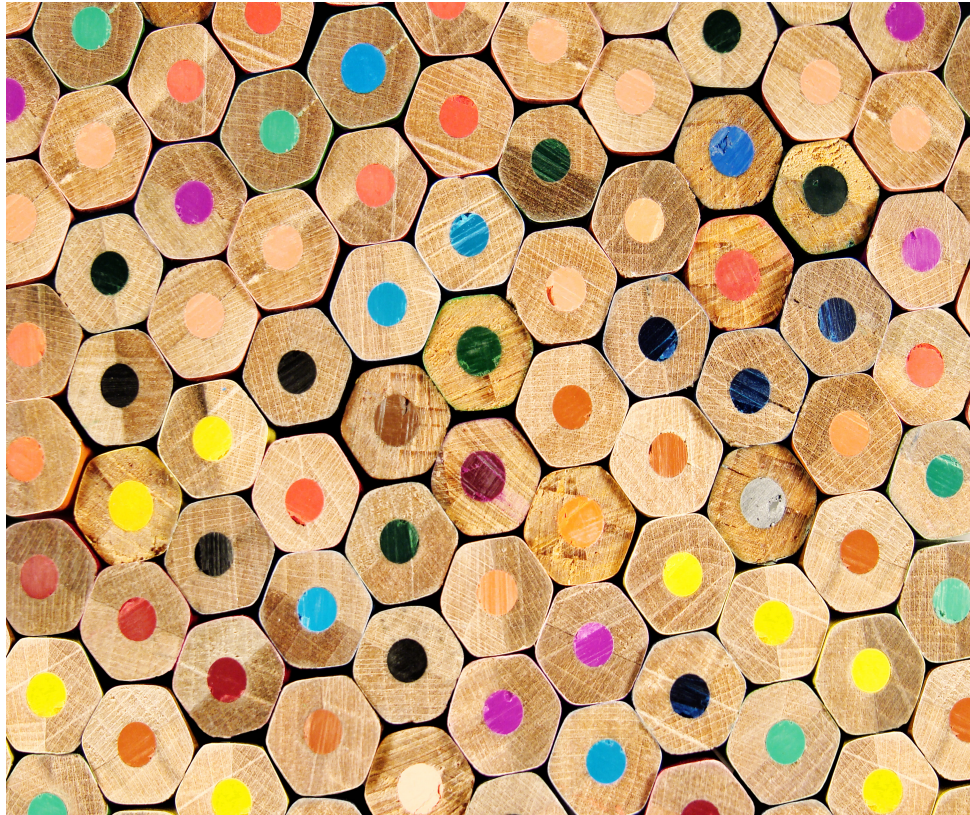
January 20, 2021

Time

Training: 1:00 - 2:30 p.m.

Cost

There is no fee for this training.



Location

Virtual training, a link will be forwarded to each participant after registering.

This training may be recorded.

Registration

Please register online at:
<https://sbcss.k12oms.org/eventdetail.php?id=194304>

Audience

Special education directors, special education teachers, administrators, OT/PTs, COTA/PTAs, APE teachers, and OI teachers.

Special Accommodations

Please submit any special accommodation requests at least fifteen working days prior to the training by notating your request when registering.

Join us for a collaborative conference where all professions will share their purpose and role in special education. Collaboration will take place on how we all work together to provide the best services for our students. Educational backgrounds, IDEA mandates, and goals and standards will be covered. Information will be shared concerning adaptive equipment and modified activities as well as IEP service documentation and delivery and treatment approaches.



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Crisis Prevention Institute (CPI) Flex-Blended Learning

Presented By
CPI Team Members

Date
Part 1: Complete the on-line CPI module prior to the January 20, 2021 Q & A virtual session from 2:30 to 4:00 p.m.
Part 2: In Person Training- To be determined

Cost
\$40 Per Attendee

Registration
<https://sbcss.k12oms.org/52-195699>

Description

The Non-Violent Crisis Prevention Institute (CPI) is a two-part course focusing on crisis prevention and intervention. With a core philosophy of care, welfare, safety, and security and aligned with positive behavioral supports principles, it gives educators the skills to safely and effectively prevent, disengage, and physically withhold (as a last resort) dangerous situations.

Part 1: The self-paced on-line modules will take 2 - 4 hours, once completed the participants must print their certificate and bring it to the in-person training.

Part 2: The in-person training, participants should dress safely and must attend the entire course. Upon successfully demonstrating competency of disengagement skills, physical interventions, and passing of a written exam, they will receive CPI certification. The date for this training will be determined based on state and county guidelines.

Audience

Special education teachers, general education teachers, paraprofessionals, school psychologists, and administrators.

Special Accommodation

Please submit any special accommodation requests at least fifteen working days prior to the training by notating your request when registering.

This training may be recorded.