

December 12, 2019

Pasadena Unified School District Board of Education

MTSS- Multiple Tiered Systems of Support- Study Session

Helen Chan Hill- Curriculum, Instruction, & Professional Development

Eric Sahakian, Ed.D.- School Support Services Division



PASADENA UNIFIED SCHOOL DISTRICT

Our Children Learning Today Leading Tomorrow 우리 아이들 오늘 배우고 내일 선도한다 我们的孩子 今天学习知识 明天主导未来
Մեր Զաւակները Կրօսակին Այսօր Կրթաընդորդեն Վաղը Nuestros Niños estudiantes hoy mañana lideres
我们的孩子 今天学习知识 明天主导未来 Our Children Learning Today Leading Tomorrow 우리 아이들 오늘 배우고 내일 선도한다
Nuestros Niños estudiantes hoy mañana lideres Մեր Զաւակները Կրօսակին Այսօր Կրթաընդորդեն Վաղը



MTSS- Multiple Tiered Systems of Support- Study Session

Project Rationale

Shared Belief Statement

We believe that, together, we can transform education so that it benefits each and every student, their families, and ultimately the communities in which they live.

We use our talents, passion, and resources to ensure that every child is a valued member of their school and given the support they need to achieve academic and social success.

What do we mean by "every child?" Students who are struggling readers gifted, living in poverty, and high achievers; students with disabilities; linguistically, culturally and ethnically diverse students; and students with the most extensive needs.

We are committed to eliminating the silos in education by bridging general and specialized education to create powerful learning opportunities for students and teachers and to promote active, engaged partnerships among families and communities.

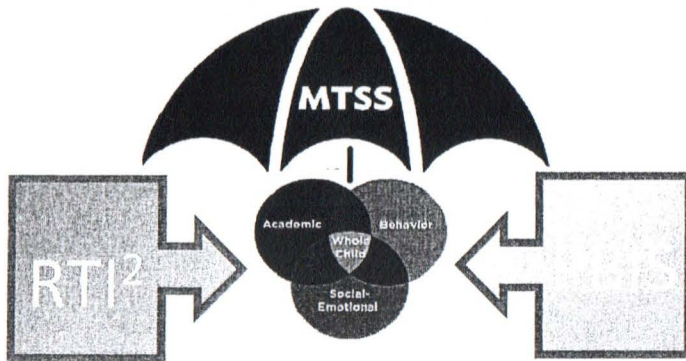
Our Children • Learning Today • Leading Tomorrow



What is MTSS?

MTSS- Multiple Tiered Systems of Support- Study Session

Focus Areas Come Together Under CA MTSS



Our Children • Learning Today • Leading Tomorrow



Project Rationale

MTSS- Multiple Tiered Systems of Support- Study Session

CA MTSS Video <https://vimeo.com/266544120>



Our Children • Learning Today • Leading Tomorrow



Short-Term Outcomes

MTSS- Multiple Tiered Systems of Support- Study Session

- Increased or improved services for ALL students
- Strategies that effectively support student success
- Leverage resources
- Multi-tiered, evidence-based, data-driven, district-wide, school-wide supports for academic, behavior, and social-emotional learning

Our Children • Learning Today • Leading Tomorrow



Long-Term Outcomes

MTSS- Multiple Tiered Systems of Support- Study Session

Decreases in:



- Suspension and expulsion rates
- **Discipline referrals**
- **Referrals to special education**
- Chronic absenteeism
- Incidents of bullying or harassment
- **Dropout rates**

Increases/Improvements in:



- Pupil attendance
- **Graduation rates**
- School Climate
- **Measures of student academic achievement**

Our Children • Learning Today • Leading Tomorrow



MTSS Pilot- PUSD

MTSS- Multiple Tiered Systems of Support- Study Session

In this pilot year, the following PUSD schools had the opportunity and responsibility to utilize MTSS structures and tools, with the eventual goal of scaling PUSD's MTSS implementation system-wide:

Altadena
Don Benito
Jefferson
Madison
McKinley
Norma Coombs
Rose City
Sierra Madre ES
Webster
Wilson

MTSS Pilot Schools' leadership teams attended a four-part series of trainings on MTSS, conducted by LACOE. These trainings took place between October 2018 - April 2019.

Our Children • Learning Today • Leading Tomorrow



Training Session I

MTSS- Multiple Tiered Systems of Support- Study Session

Training 1

Foundations of MTSS-

Foundations of MTSS is about understanding why and how MTSS is to be implemented and sustained throughout the State, Region, County, District and School.

- * CA MTSS Framework
- * What is your Why?
- * TA (Transformation in Action) Practices
- * Design
- * Teaming
- * Coaching
- * LEA (Local Educational Agency) Self-Assessment
- * Fidelity Integrity Assessment

Our Children • Learning Today • Leading Tomorrow



Training Session 2

MTSS- Multiple Tiered Systems of Support- Study Session

Training 2

Structuring Our MTSS-

Structuring school's MTSS was about data-based conversations to identify priorities and steps needed to achieve sustainable transformation.

- * Priorities/Practices
- * Data
- * Resources

Our Children • Learning Today • Leading Tomorrow



Training Session 3 & 4

MTSS- Multiple Tiered Systems of Support- Study Session

Training 3

Engineering Our MTSS-

Engineering school's MTSS was a review of tools to help schools and districts identify available resources, set clear rules for when to provide additional support, and deliver equitable resources and support when needed.

Training 4

Advancing Our MTSS-

Advancing school's MTSS by providing attention to the coaching and facilitation that will continue to advance efforts and formatively assess progress to inform next steps.

- * Work Day
- * COPs (Committee of Practitioners)

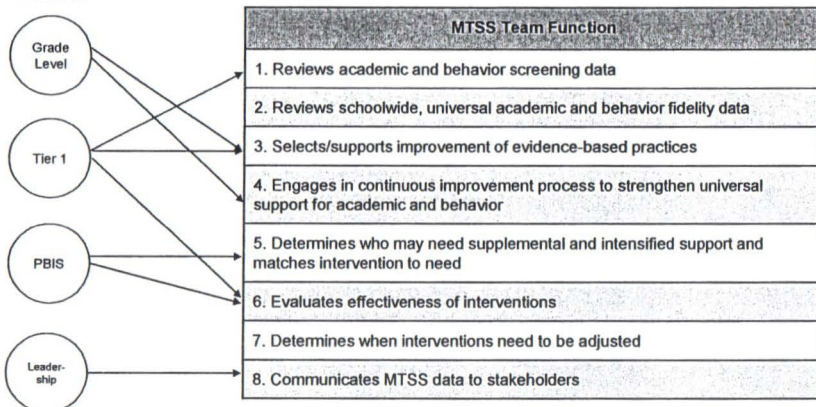
Our Children • Learning Today • Leading Tomorrow



MTSS Team Functions

MTSS- Multiple Tiered Systems of Support- Study Session

Teams



Our Children • Learning Today • Leading Tomorrow



Next Steps- Year 2

MTSS- Multiple Tiered Systems of Support- Study Session

Next Steps- Implementation Phase:

10 pilot sites to receive tailored supports by the Office of CIPD (Curriculum, Instruction, & Professional Development) and the Office of CWAS (Child Welfare, Attendance, & Safety).

What are the implementation steps?

- **Plan:** School leaders explore options for design and make a plan for those individuals will be involved and how to conduct the process.
- **Engage and Develop:** School and community members share their hopes and vision for an ideal school with equity and excellence. Statements are generated describing their ideal school aligned to the SWIFT (School Wide Integrated Framework for Transformation) Domains and Features.
- **Dialogue:** School and community members dialogue, make sense of their initial descriptive statements, and build initial agreement for their design of the SWIFT Domains and Features.
- **Agree:** A formal consensus survey is administered in which stakeholders are polled for their level of agreement to the finalized statement(s). Statements with high agreement are organized by feature and used as the focus of implementation efforts.

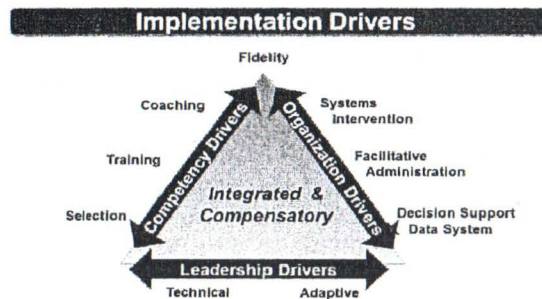
Our Children • Learning Today • Leading Tomorrow



Implementation- Year 2

MTSS- Multiple Tiered Systems of Support- Study Session

Being able to assess whether practices are implemented with fidelity allows us to rule out inadequate implementation as a reason for poor student performance. (McIntosh & Goodman, 2016)



Our Children • Learning Today • Leading Tomorrow



Capacity- Year 2/Continuous

MTSS- Multiple Tiered Systems of Support- Study Session

Schoolwide Integrated Framework for Transformation

Four Phases-

- Laying the foundation
- Installing
- Implementing
- Sustaining school wide implementation

SWIFT		Priorities Quick Guide
		SWIFT: Stage 1 (2016-2017)
		1) We have identified the practices we are trying and the practice.
		2) We are collecting the essential information about the implementation - training, monitoring, fidelity, and barriers.
		3) Our leadership team is providing the practice.
		4) We are monitoring or evaluating the way it was intended.
		5) We are getting the practice as much as possible. They had a lot of support in the practice.
		6) We are getting the practice as much as possible. They had a lot of support in the practice.
		7) We are getting the practice as much as possible. They had a lot of support in the practice.
		8) We are getting the practice as much as possible. They had a lot of support in the practice.
		9) We are getting the practice as much as possible. They had a lot of support in the practice.
		10) We are getting the practice as much as possible. They had a lot of support in the practice.
		11) We are getting the practice as much as possible. They had a lot of support in the practice.
		12) We are getting the practice as much as possible. They had a lot of support in the practice.
		13) We are getting the practice as much as possible. They had a lot of support in the practice.
		14) We are getting the practice as much as possible. They had a lot of support in the practice.
		15) We are getting the practice as much as possible. They had a lot of support in the practice.
		16) We are getting the practice as much as possible. They had a lot of support in the practice.
		17) We are getting the practice as much as possible. They had a lot of support in the practice.
		18) We are getting the practice as much as possible. They had a lot of support in the practice.
		19) We are getting the practice as much as possible. They had a lot of support in the practice.
		20) We are getting the practice as much as possible. They had a lot of support in the practice.

Our Children • Learning Today • Leading Tomorrow



Capacity- Year 2/Continuous

MTSS- Multiple Tiered Systems of Support- Study Session



Altadena Arts Magnet

MTSS- Multiple Tiered Systems of Support- Study Session

MTSS Tiered Intervention Matrix

Four Areas: Literacy, Math, Behavior, and Social-Emotional

- Universal Screener
- Intervention and Support
- Progress Monitoring
- Implementation Monitoring
- Capacity Monitoring

MTSS Tiered Intervention Matrix - Sample
LEA/School: Sample School
Curricular Area: ☐ Literacy ☐ Mathematics ☐ Behavior ☐ Social-Emotional

Universal Support				
What:				
When:				
Tiered Support				
Tools	Who Administers		When Administered	
	Supplemental Support		Intensified Support	
	...to meet benchmark	...when exceeding benchmark	...to meet benchmark	...when exceeding benchmark
Decision Rules	R... Then	R... Then	I... Then	I... Then



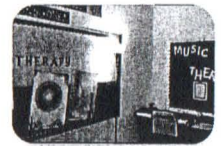
Literacy



Math



Behavior



Social - Emotional



Altadena Arts Magnet

MTSS- Multiple Tiered Systems of Support- Study Session

#4 Academic Achievement	2016-2017 (Baseline Year)		2018-19 (Project Year 2)		Performance Measure Attained?	
	ELA	Math	ELA	Math	ELA	Math
Group/Subgroup						
All Students	15.5%	10.2%	37.61%	24.77%	YES	YES
English Language Learners	12.5%	8.1%	28.13%	21.88%	YES	YES
Economically Disadvantaged Students	13.4%	9.7%	34.12%	20%	YES	YES
Hispanic/Latinx Students	15.0%	9.7%	34.79%	24.64%	YES	YES
Black/African American Students	11.3%	8.2%	32%	24%	YES	YES

*Baseline Year & Project Year 2 is in reference to the MSAP Grant Timeline



Altadena Arts Magnet

MTSS- Multiple Tiered Systems of Support- Study Session

Suspension Data

2017 - 2018 School Year

Total Suspensions: 65

Total Students Suspended: 27

2018 - 2019 School Year

Total Suspensions: 51

Total Student Suspended: 30

2019 - 2020 School Year

Total Suspensions: 8

Total Students Suspended: 4

Our Children • Learning Today • Leading Tomorrow



Wilson's Problem Of Practice

If all students felt valued by all of their teachers/staff on campus, we would see higher levels of achievement for all of our students.

Wilson

MTSS- Multiple Tiered Systems of Support- Study Session

SWIFT Priorities Quick Guide Key	Social and Emotional And Behavior	Academics: Literacy and Math	Culture and Community	Coaching and Collaboration
Laying The Foundation: Stage Based Outcomes	<ul style="list-style-type: none"> Growth Mindset Wilson Bucks Wilson Middle School Student Store Monthly perfect attendance Student of the Month Mentoring Mindfulness Room* Strength Based Approach* Celebration Discipline Flow Chart Google Form Referral Process 	<ul style="list-style-type: none"> Instructional Leadership Team (ILT)* Content Area Pull-out/Professional Development Day School-wide Data Chats Cal ED Partners (EL Initiative) School-Wide Implementation of teaching strategies in ELA/Math Strengths Based Approach * Workshop Model Create The Love of Reading Reading Lounge* Embrace Mistakes 	<ul style="list-style-type: none"> Art Cafe (Grant funded from PEF) Art Robotics Drum Corps Annual Tweety Tussle Holiday Shows Math Field Day Reading Lounge* Mindfulness Room* Student Centered Autonomy 	<ul style="list-style-type: none"> Coaching Cycles Coach/Teacher Collaborative Principal/Coach Collaborative Teacher led Professional Learning Communities Instructional Leadership Team Bi-Monthly Meetings* Reflection Student Centered Coaching
Installing: Stage Based Outcome				
Implementing: Stage Based Outcomes				
Sustaining School Wide Implementation: Stage Based Outcomes	<ul style="list-style-type: none"> Focus on Growth Reflection Thrivily 			

Our Children • Learning Today • Leading Tomorrow



Q & A

MTSS- Multiple Tiered Systems of Support- Study Session

Thank You

Questions and Answers

Our Children • Learning Today • Leading Tomorrow

PASADENA UNIFIED SCHOOL DISTRICT
2019-2020 Special Education Services Functional Organizational Chart

For internal use only

Pasadena Unified School District Board

Community Advisory Committee

Chief Academic Officer
Dr. Elizabeth Blanco

Dr. Cherylin Lew, Director
 SELPA Director
 CAC Advisory to Board of Education & Superintendent
 Community Partnerships
 Support Leadership & Central Sites
 Legal Agreements, Mediations, ADR
 Budget
 Parent Education
 Districtwide Task Forces
 Psychological Services
 Master Contracts & Consultants
 CDE Complaints

Coordinator III
Vacancy

Principal FPA 1.0
Michael Bell

Executive Secretary 1.0
 Susan Allard
 Department Budget Support
 Clerical Support Supervisor
 CAC Liaison
 Current Solutions Timekeeping
 Budget Management
 Business Systems
 SELPA Support
 Staff Reimbursement
 Conference Requests

Administrative Assistant 1.0
 Peter Ramzy
 ADR
 IEE Log/Tracking
 Legal
 Request for Service Follow Up
 Settlements
 Parent Travel Reimbursements

Program Assistant 1.0
 Glig Phuong
 Record Request
 Transportation
 Professional Development
 Materials & Supplies
 Room Reservations

Program Assistant 1.0
 Ilana Ruiz
 Pre-K & Private School Support
 Assessment Protocols
 Materials & Supplies
 Mileage

Clerk 1.0
 Leticia Jimenez
 Mail
 Records - File Room
 Translation Request

Clerk Typist (Hourly)
 Monica Sorla
 Clerical Support/Phones

TOSA II
 Sally Iverson
 NPS
 FPA
 RTC
 Foster Youth, STRTP
 Therap. Classroom
 ADR

TOSA II
 Stephanie Cosey
 PALS
 Workability
 High School Transition
 ADR-Secondary
 We Can Work Contract

TOSA II
 Matt Roper
 Professional Dev.
 SEIS
 Data

Data Control Technician
 1.0
 Anna De Anda

Budget Analyst 1.0
 Edward Hebert

Administrator for Accounting & Contracts
 1.0
 Bridget Brandford

Program Assistant 1.0
 Siboney Cardenas
 Request for Service Tracking
 Purchasing/Invoice
 JAs/Staffing support
 Personnel Requests
 Hourly Payroll

Program Assistant 1.0
 Shushanik Basmajyan
 Master Contracts
 NPAINPS
 Outside Consultants

Home Hospital Nursing Services
 Ann Rector

LVN

Coordinator I
 Monique Baca-Geary
 Muir HS
 Blair MS/HS
 Rose City
 Learning Works
 Charter Schools
 Transportation Liaison
 Litigious IEPs
 Write PWNs
 2nd Line of Communication
 Coordinate ESY
 Coordinate Matriculation
 Facilitate Monthly Job Alike Meetings

Coordinator I
 Brandi Nerio
 K-8 Comprehensive Sites
 Marshall Midd/HS
 Charter Schools
 Litigious IEPs
 Write PWNs
 2nd Line of Communication
 Coordinate ESY
 Coordinate Matriculation
 Facilitate Monthly Job Alike Meetings

Coordinator I
 Vivian Huang
 PHS
 CIS
 Home Hospital
 PALS
 DHH
 VI/O&M
 Orthopedic Impairment
 Workability
 Litigious IEPs
 Write PWNs
 2nd Line of Communication
 Coordinate ESY
 Coordinate Matriculation
 Facilitate Monthly Job Alike Meetings

Coordinator I
 Samantha Garcia-Eggen
 BCBA/Behavior Aides
 Behavior Services
 Pre-K Assessment Team
 Private School Assessment Team
 ESY

TOSA II
 Clara Valdez
 K-8 Comprehensive School Sites

TOSA II
 Jamie Munro
 AT/AAC

AT Aide
 Meg Tsushima

TOSA II
 Grant Cray
 Orthopedic Impairment

TOSA II
 Ilene Clingman
 (Hourly)
 PALS
 Workability

Dr. Cherylin Lew

ADR

Yani Aghili


Stephanie Cosey

Sally Iverson

Peter Ramzy

Coordinator III Hoori Chalian	
Altadena ES	Don Benito ES
Eliot Arts	Field ES
Franklin ES	Hamilton ES
Jackson ES	Jefferson ES
Longfellow ES	Madison ES
McKinley ES	Norma Coombs ES
Roosevelt ES	San Rafael ES
Sierra Madre ES	Sierra Madre MS
Washington STEAM ES	Webster ES
Washington STEAM MS	Willard ES
Wilson MS	Pasadena HS
Marshall MS/HS	John Muir HS
Blair MS/HS	Rose City
CIS	
Program Design	Compliance
Professional Development	Parent/Community Support
Curriculum & Instruction	Specialized Services to Schools
Speech Services	Assistive Technology/ Augmented Alternative Communication
BCBA/Behavior Aides	3 rd Line of Communication
Staff Evaluations	Intakes/Placements
Statewide Compliance Reports (i.e. PIR)	DLN Liaison
PWN Oversight	Adaptive PE
Occupational Therapist	Physical Therapist
Mental Health Services	CWAS Liaison

Central Office Support			
1	Chief Academic Officer	1	Data Control Technician (SEIS)
1	Director - Special Education	4	Program Assistant
2	Coordinator III	1	Clerk
1	Executive Secretary - SELPA & Operations	1	Administrative Assistant
1	Budget Analyst	1	Procurement & Accounting Supervisor
Itinerant Support Team			
3	Coordinator I (K-8, High School Support)	13	OT
1	Coordinator I (Pre-School, Private School)	3	PT
1	TOSA II (Prof. Dev., Data, SEIS)	4	APE
1	TOSA II (Orthopedic Impairment)	1	VI Program Specialist
1	TOSA II (NPS, CDE Complaints, ADR)	1	VI Teacher (Vacant)
1	TOSA II (K-8 School Support)	1	Orientation Mobility
1	TOSA II (AT/AAC)	2	DHH
1	TOSA II (Private & Charter Schools, Home Hospital)	24	Psychologist
1	TOSA II (PALS, Workability, ADR)	TBD	Instructional Aide Itinerants
2	BCBA	TBD	Home Hospital Teachers
9	Behavior Interventionist		
15	SIPA's		
36.1	Speech Language Pathologist		



SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)


Local Plan OVERVIEW AND UPDATE

Presenters:
Dr. Cherylin Lew, Director, Pasadena Unified School District
SELPA/Special Education Department
Trena Spurlock, Education Consultant

January 2020

Our Children • Learning Today • Leading Tomorrow

1




Federal Law

The Individuals with Disabilities Education Act 20 *United States Code (20 USC)* Section 1400 et seq. and related federal regulations, require each special education local plan area (SELPA) to ensure a continuum of program options are available to meet the needs of students with disabilities for special education and related services.

Our Children • Learning Today • Leading Tomorrow

2




California SELPAs

In 1977, all school districts and county school offices were mandated to form consortiums in geographical regions of sufficient size and scope to provide for all special education service needs of children residing within the region boundaries. Each region, Special Education Local Plan Area (SELPA), developed a local plan describing how it would provide special education services.

Our Children • Learning Today • Leading Tomorrow

3




California SELPAs

SELPAs are dedicated to the belief that all students can learn and that special needs students must be guaranteed equal opportunity to become contributing members of society.

SELPAs facilitate high quality educational programs and services for special needs students and training for parents and educators.

The SELPA collaborates with county agencies and school districts to develop and maintain healthy and enriching environments in which special needs students and families can live and succeed.

Our Children • Learning Today • Leading Tomorrow




SELPA Plan: Background

All SELPAs are required to submit a local plan to the CDE for approval.

The purpose of the plan is to:

1. assure access to special education and related services for individuals with exceptional needs residing within the geographic areas served by the plan
2. Assure compliance with all federal and state laws, codes, statutes and regulations

Our Children • Learning Today • Leading Tomorrow




SELPA Plan: Background

The last required update of the Local Plan by the CDE was 2006-07. Many SELPAs still have 2003 Local Plan language. The Education Code requires that the Local Plan have three prongs.

1. Local Agreements
2. Governance and Administration
3. Annual Plans (Budget and Services)

Attachments – Interagency Agreements

Our Children • Learning Today • Leading Tomorrow



The SELPA Plan is developed locally.


In addition to the federal assurance, each local education agency (LEA) must adopt policies and procedures designed to meet the unique needs of the student it serves.

Additionally, Board policies and district procedures must be aligned to address the requirements outlined in the law.

The SELPA must develop interagency agreements or other mechanisms for interagency coordination to ensure services required for FAPE are provided. Examples include but are not limited to:

- California Children's Services (MTU)
- Head Start/Migrant and Seasonal Head Start
- Regional Center

Our Children • Learning Today • Leading Tomorrow 7




SELPA PLAN Components

Regional SELPAs ensure access to special education and services for all students with disabilities residing within the geographic areas served by each plan.

Beginning July 1, 2020, all SELPAs are required to submit a local plan, using California Department of Education (CDE)-adopted templates.

Our Children • Learning Today • Leading Tomorrow 8




SELPA PLAN Components

The State Superintendent has established guidelines for the coordinated development and submission of the required local plan's components—

1. Section A: Contacts and Certifications
2. Section B: Governance and Administration
3. Section C: Annual Assurances Support Plan*
4. Section D: Annual Budget Plan
5. Section E: Annual Services Plan
6. Attachments I–VII

* Not due until July 1, 2021

Our Children • Learning Today • Leading Tomorrow 9




New Templates

Assembly Bill (AB) 1808, Chapter 32(2017-18) added language to EC 56122 requiring the development of templates.
(b) on or before July 1, 2019, develop templates that shall be used by SELPAs for their local plan, annual budget plan(ABP) and annual service plan (ASP) (prongs 2 &3) effective July1, 2020.

AB 75 (2019-20) amended the above Section to change the Annual Assurances Support Plan (AASP) template to be developed by July1, 2020, to be used by all SELPAs effective July 1, 2021.

Our Children • Learning Today • Leading Tomorrow

10




SELPA Plan Process: Ensure Alignment of Board Policies and District Procedures

Document review to determine compliance with new plan requirements

1. Current Pasadena Unified School District Board Policies
2. Current Pasadena SELPA Local Plan
3. Current Pasadena Unified School District Special Education Department Procedural Handbook

Our Children • Learning Today • Leading Tomorrow

11



SELPA Plan Process: Establish a SELPA Plan Committee


The local plan for special education must be developed **and** updated cooperatively by a committee of representative special and general teachers and administrators selected by the groups they represent, and with the participation by parent members of the community advisory committee (CAC), or parents selected by the CAC. SELPAs are responsible for making certain there is adequate and effective participation and communication.

Our Children • Learning Today • Leading Tomorrow

12

Slide 12

CL1 We might need to change "developed." "Vetted?"
Cherylin Lew, 1/26/2020




SELPA Plan Process: Establish a SELPA Plan Committee

Selection of representatives for development of the local plan(Education Code Section 56195.3)

"The Local Plan is developed and updated cooperatively by a committee of representative of special and general education teachers and administrators and representatives of charter schools selected by the groups they represent and with participation by the chair of the CAC Local Plan Committee to ensure adequate and effective participation and communication. Teacher participants shall be selected by their peers. General education and special education administrators shall be selected by the representative superintendents. Directors of charter schools shall be required to select a representative to serve on the Local Plan Committee."

Our Children • Learning Today • Leading Tomorrow

13




SELPA Plan Process: SELPA Plan Committee Members

- Cherylin Lew, Director, Special Education
- Hoori Chailan, Coordinator, Special Education
- Trena Spurlock, Educational Consultant
- Ana Tejeda, General Education Teacher
- Karen Raab, General Education Teacher
- Frances Milner, General Education Teacher
- Arielle Tinero, Special Education Teacher
- Norma Olson, Special Education Teacher
- Derek Jones, Special Education Teacher
- Charlene Tucker, Principal
- Paula Chamberlain, Principal
- Lindsay Lewis, Principal
- Raymond Cross, Assistant Principal
- Audrey Green, Assistant Principal
- Zella Knight, CAC Executive Board
- Marlene Benitez, CAC Executive Board
- Caroline Katz, CAC Executive Board
- Hourig Martinez, CAC Executive Board
- Judy McKinley, CAC Executive Board

Our Children • Learning Today • Leading Tomorrow

14




SELPA Plan Process: Write the plan

SELPA Plan Committee will

- Provide input to proposed plan language
- Make revises as necessary
- Once plan language is revised, the committee will approve each section of the plan

Our Children • Learning Today • Leading Tomorrow

15




SELPA Plan Process:
Local Board Approval

The Local Plan Committee will submit the proposed SELPA Local Plan to the Board of Education and Superintendent for approval. Then forward the approved plan to the CDE (California Department of Education).

Our Children • Learning Today • Leading Tomorrow

16




SELPA Plan Process:
Los Angeles County Board of Education Approval

County Office of Education (COE) Requirements
Pursuant to *EC* Section 56140, within 45 day of a SELPA submitting a local plan for consideration, the COE must either approve or disapprove by the LEA or group of LEAs within the county or counties.

Our Children • Learning Today • Leading Tomorrow

17




SELPA Plan Process:
California State Department of Education (CDE) Approval

Once the local and county board approvals have been received the SELPA will submit the plan to the CDE for approval.

Our Children • Learning Today • Leading Tomorrow

18



SELPA Plan Process: Posting the Approved Plan to Website

Upon the CDE approval of the SELPA local plan, including revisions and updates, the LEAs participating in the SELPA must post the current local plan on the internet website of each LEA, including Sections B–E and attachments, as well as Section A.

A complete copy of the local plan, annual service plan, assurances support plan and policies and procedures shall be held on file in the special education local plan area office and at each participation local education agency, shall be to any interested party.

Our Children • Learning Today • Leading Tomorrow
19




SELPA Plan Process: CDE Templates Information

IMPORTANT: Local plan template upgrades to Sections A–E, and Attachments are in the process of being finalized and will be available for use shortly.

- The templates included herein [on the CDE website] are provided to assist SELPAs with researching and preparing required content areas, but, are considered DRAFT plans.
- SELPAs will be notified when final local plan templates are posted to the website.


Our Children • Learning Today • Leading Tomorrow
20



SELPA PLAN Components Defined – Section A : Contacts and Certifications

Section A must be completed, including applicable signed certifications from participating COEs and LEAs, and submitted to the CDE for an initial proposed SELPA and for ALL subsequent revisions to local plan Sections B–E and attachments.


Our Children • Learning Today • Leading Tomorrow
21



SELPA PLAN Components Defined - Section B : Governance and Administration

- After an initial approval, a SELPA must review the local plan's governance and administration at least once every three years, or when there are substantive changes to the provisions of the plan.
- If an amendment is necessary to accurately reflect the governance and administrative structure, revisions to Section B of the local plan must be certified by the CAC, approved by each LEA's governing board, approved and adopted at a public hearing held by the SELPA, approved by the COE, and approved by the CDE.
- Copies of all public hearing notices must be kept on file at the SELPA office and provided to the CDE upon request. Hearing dates must be documented on the appropriate certification included in Section A of the local plan packet.

Our Children • Learning Today • Leading Tomorrow
22




SELPA PLAN Components Defined - Section C : Annual Assurances Support Plan

Not due until July 1, 2021

1. A description of how the governing board of the special education local plan area has determined that the special education local plan area will support participating agencies in achieving the goals, actions and services identified in their local control and accountability plan.
2. A description of how the governing board of the special education local plan area has determined that the special education local plan area will connect its participating agencies in need of technical assistance to the statewide system of support.
3. A brief description of the services, technical assistance and support the governing board of the special education local plan has determined that it will provide in meeting the requirements under paragraphs (1) to (21) inclusive of subdivision of Section 56205. Note: This refers to The 22 assurances in the Local Plan.


Our Children • Learning Today • Leading Tomorrow
23



SELPA PLAN Components Defined - Section D: Annual Budget Plan

- The Annual Budget Plan, Section D of a local plan must identify projected revenues and expenditures as allowed by IDEA for the provision of specially designed instruction and related services to students with disabilities.
- The responsible local agency, or administrative unit is the legal entity that receives the funds and is responsible for seeing that every eligible child receives appropriate services as determined by Individualized Education Plan teams.
- Projected revenue and expenditures must be identified at the SELPA level and for each participating LEA using CDE-approved templates.


Our Children • Learning Today • Leading Tomorrow
24



SELPA PLAN Components Defined - Section E: Annual Service Plan

The Annual Service Plan, Section E must identify a full continuum of service options provided within the SELPA at the time of submission, assuring access to appropriate instruction and services for all students with disabilities from birth to 22 years of age, including children with low-incidence disabilities.

Our Children • Learning Today • Leading Tomorrow 25



SELPA PLAN Components Defined - Attachments I - VII

Supplemental Templates – Not Applicable for a Single District SELPA
 SELPAs with 21 or more LEAs represented by a local plan will be required to insert supplemental pages in the sections of the local plan.

- Attachment I: Participating LEAs (Sections B–E)
- Attachment II: Projected Special Education Revenue by LEA (Section D)
- Attachment III: Projected Expenditures by Object Code by LEA (Section D)
- Attachment IV: Projected Revenue by Federal, State, and Local Funding Source, by LEA (Section D)
- Attachment V: Projected Expenditures by LEA for Supplemental aids and Service in the Regular Classroom for Students with Disabilities and Those Identified with Low Incidence Disabilities (Section D)
- Attachment VI.1: Specially Designed Instruction and Related Services by LEA, Service Codes 210–545 (Section E)
- Attachment VI.2: Specially Designed Instruction and Related Services by LEA, Service Codes 610–900 (Section E)

Our Children • Learning Today • Leading Tomorrow 26



SELPA PLAN DEVELOPMENT: TIMELINE

Initial Submission Due Date

- An initial SELPA local plan, including Sections B–E and attachments, along with a completed Section A, must be submitted with sufficient time for the CDE to approve the plan prior to the beginning of a fiscal year.
- SELPAs are not authorized to implement a proposed local plan until the entire plan, including the Sections B–E, with certifications and attachments have been approved by the CDE.

Our Children • Learning Today • Leading Tomorrow 27

SELPA PLAN DEVELOPMENT: TIMELINE

Governance and Administration Three Year Reviews

- Every three years, each SELPA must review the previous CDE-approved local plan.
- If revisions are required to accurately reflect SELPA policies, procedures, and administrative functions; Sections A and B, including all certifications, must be submitted with sufficient time for the CDE to approve the revised local plan prior to the beginning of the subsequent fiscal year (e.g., If a three year review is due during fiscal year 2023–24, revisions to the local plan must be submitted in 2023–24 with sufficient time for the CDE to approve by July 1, 2024.).

Our Children • Learning Today • Leading Tomorrow
23

SELPA PLAN DEVELOPMENT: TIMELINE

Governance and Administration Submission Prerequisites

- Section B must be adopted in accordance with the SELPA's regional policy making process at a public hearing prior to submitting the plan to the CDE for approval consideration.
- Each SELPA must provide the CAC with 30 days to review and advise on Section B of the local plan prior to the submitting the final plan for approval.
- After the CAC has reviewed the plan, each SELPA must:
- Ensure its member LEAs adopt Section B at a local public hearing.
- Submit Section B, with Section A Certifications to the COE for approval in accordance with the SELPA regional governance and administrative structure.

Our Children • Learning Today • Leading Tomorrow
29

SELPA PLAN DEVELOPMENT: TIMELINE

Governance and Administration Public Hearing Notices

- Notice of the public hearings must be posted in each school participating in the local plan at least 15 days before LEA and SELPA hearings.
- Public hearing dates must be documented in Section A and submitted to the CDE with Section B.

Our Children • Learning Today • Leading Tomorrow
30

SELPA PLAN DEVELOPMENT: 2020 TIMELINE		
DATE	ORGANIZATION	TASK
1/31/2020	SELPA Director and Educational Consultant	Establish SELPA Plan process and tentative timeline
1/16/2020	SELPA Office/SPED Department	Begin Document Review
1/31/2020	District Leadership	Confirm the Local Plan Committee Members
Early February	Educational Leadership Team (Extended Cabinet)	SELPA Local Plan Overview
2/13/2020	Local Plan Committee	SELPA Local Plan Overview introduction to first draft components
2/24/2020	CAC General Meeting	SELPA Local Plan Overview
3/2/2020	SELPA Office/SPED Department	SELPA Local Plan overview and updates
3/13/2020	Local Plan Committee	Post Public Hearing Notice at all required locations
3/26/2020	Board of Education	SELPA Local Plan input to final draft
4/23 of 4/30	Board of Education	Public Hearing Annual Budget Plan and Annual Service Plan
6/7/2020	SELPA Office/SPED Department	Approval of Local Plan Sections B-E including Annual Budget and Annual Service Plan
6/30/2020	SELPA Office/SPED Department	Submit approved Board approved SELPA Local Plan to Los Angeles County of Education (45 day timeline approval requirement)
6/30/2020	SELPA Office/SPED Department	Submit SELPA Local Plan to California Department of Education

Our Children • Learning Today • Leading Tomorrow

31

QUESTIONS AND ANSWERS	

Our Children • Learning Today • Leading Tomorrow

32
