

WEST ORANGE COUNTY CONSORTIUM FOR SPECIAL EDUCATION  
MEETING OF THE WOCCE SUPERINTENDENTS' COUNCIL

September 21, 2016  
4:00 p.m.

Huntington Beach Union High School District  
5832 Bolsa Avenue, Huntington Beach, CA

**A G E N D A**

I. CALL TO ORDER

II. PLEDGE OF ALLEGIANCE

- III. APPROVAL OF MINUTES: Regular meeting of the WOCCE Superintendents' Council on May 18, 2016 and minutes from the special budget meeting on June 15, 2016.  
(Reference III)

(Action)

IV. PRELIMINARY FUNCTIONS

A. WOCCE Recognition

WOCCE Executive Director's Comments: Recognition will be presented to staff who have gone "above and beyond" to serve students in their districts.

B. Oral Communication from the Audience to the WOCCE Superintendents' Council

Anyone desiring to address the WOCCE Superintendents' Council on any agenda item may request to do so at this time. FIVE MINUTES will be allotted each person at the time he or she speaks to the agenda item. IT IS REQUESTED THAT QUESTIONS OR REMARKS BE ADDRESSED TO THE CHAIR FROM THE PODIUM.

V. REPORTS

A. Legislative Update

WOCCE Executive Director's Comments: Staff will present information regarding current legislative priorities for special education. (Reference V-A)

(Information)

THE PROCEEDING OF THIS MEETING ARE BEING TAPE RECORDED

**V. REPORTS - Continued**

**B. ADR/Due Process Update**

WOCCSE Executive Director's Comments: Staff will present 2015-2016 ADR /Due Process report. (Reference V-B)

**(Information)**

**C. Professional Development**

WOCCSE Executive Director's Comments: Staff will present preliminary plan for 2016-2017 Professional Development and PLC support. (Reference V-C)

**(Information)**

**D. MOE and Excess Cost Report**

WOCCSE Executive Director's Comments: Staff will present update on 2015-2016 close-out. (Reference V-D)

**(Information)**

**VI. WOCCSE STRATEGIC PLAN**

WOCCSE Executive Director's Comments: Staff will present, for approval, the WOCCSE 2016-2017 Strategic Plan. (Reference VI)

**(Action)**

**VII. ANY OTHER PUBLIC COMMUNICATIONS TO THE WOCCSE SUPERINTENDENTS' COUNCIL (time limit 3 minutes)**

**VIII. CLOSED SESSION: None**

**IX. ADJOURNMENT**

Next WOCCSE Superintendents' Council Meeting:  
December 14, 2016  
4:00

**WEST ORANGE COUNTY CONSORTIUM FOR SPECIAL EDUCATION**  
**MINUTES OF THE WOCCE SUPERINTENDENTS' COUNCIL**

**May 18, 2016**

**COUNCIL MEMBERS  
PRESENT**

Dr. Carol Hansen/OVSD  
Dr. Mark Johnson/FVSD  
Gregg Haulk/HBC  
Dr. Greg Plutko

**COUNCIL MEMBERS  
ABSENT**

Dr. Marian Phelps/WSD

**ADMINISTRATIVE  
PERSONNEL ABSENT**

None

**PLACE AND DATE OF  
MEETING**

Huntington Beach Union High School District  
Board Room  
May 18, 2016

**CALL TO ORDER  
(I)**

The meeting was called to order by Gregg Haulk at 4:00 p.m.

**FLAG SALUTE  
(II)**

The Pledge of Allegiance was lead by Gregg Haulk.

**APPROVAL OF MINUTES  
(III)**

It was moved by Dr. Hansen, seconded by Dr. Johnson, that the minutes of the WOCCE Superintendents' Council meeting on March 16, 2016 be approved as presented.

Motion unanimously carried.

**PRELIMINARY FUNCTIONS –  
Oral Communication  
(IV-A)**

None

**WOCCE Recognition  
(IV-B)**

Anne Delfosse, WOCCE Executive Director, introduced two honorees for the "Above and Beyond" recognition award.

Anne shared the following on each honoree:

First, **Linda Stame** from the Huntington Beach City School District.

Linda serves as the Student Services Office Secretary. Linda's staff describes her as having a "heart of gold" with "compassion that has no limits."

She is an integral part of the team that serves our students, and takes it upon herself to learn about law, systems, and programs in order to go above and beyond to support staff and families.

**WOCCE Recognition –  
continued**

Linda is often referred to as the “Queen of SEIS” (Special Education Information System), and has assisted other member district staff in learning to move testing accommodations from SEIS to the TOMS system.

She has taken an instrumental role in the planning and preparation of the Extended Year Program in HBC.

She serves as the secretary during SARB proceedings, and goes out of her way to provide assistance to county and district staff concerning homeless and foster youth programs.

Recently, Linda became a voting member of the WOCCE Community Advisory Council. This is not surprising, as Linda is often the first person to have contact with parents. She listens well, is attentive to their concerns, and appropriately directs them to others for assistance if needed.

Linda is always positive with staff, parents, students, and community members. She juggles more than her share of work in a timely and efficient way, and always with a smile.

Next, WOCCE recognized **Brad Gulla**.

Brad is a bus driver for the Fountain Valley School District. He has held this position for 22 years, 20 of which have been spent transporting students with disabilities.

Brad is described by the staff at William T. Newland Elementary School as....

B - is for Being the Best Bus Driver Ever,

R - is for the Respect he shows to students, their families, and our staff

A - is for the Admirable care he takes to build trusting connections

D - is for being Dependable in all ways, but particularly in regards to safety of our students.

The staff in the Fountain Valley School District feels privileged to work with Brad. He is a conscientious, caring service provider and member of the IEP team. He respects students' differences and their uniqueness. He takes extra time with students and families to be sure that they feel comfortable and secure. He works to build consistency for the students so that they start and end the day positively. This makes a positive difference for their students in the classroom and at home.



**WOCCE Recognition –  
continued**

On behalf of the Superintendents' Council and WOCCE, Linda and Brad were presented the "Above and Beyond" recognition award.

**Items of Interest  
(IV-C)**

Mrs. Delfosse shared the following items of interest:

WOCCE has hired a new Fiscal Manager, Rachel Rios, who comes to WOCCE from the Huntington Beach Union High School District. She is currently providing assistance to WOCCE, and will be officially joining the WOCCE team full time on July 1<sup>st</sup>.

OVSD has hired a new Executive Director of Special Education, Melissa Hurd. Melissa comes to Ocean View from the Newport Mesa Unified School District. Melissa will be starting with Ocean View on June 1<sup>st</sup>. WOCCE looks forward to having her join the Directors' Council.

Anne acknowledged a long time employee of WOCCE, Nancy Lough, on the eve of her retirement, June 30th. Nancy has been a Program Specialist for WOCCE, serving member districts, primarily in the area of transition from middle school to high school, since 2005. She will be greatly missed.

Anne congratulated Dr. Plutko on his new position as the Superintendent in Placentia-Yorba Linda School District.

**WOCCE Superintendents'  
Council Annual Organizational  
Segment (2016-2017 School Year)  
(V-A, B, C)**

- (A) The motion was made by Dr. Carol Hansen, seconded by Dr. Mark Johnson, that Dr. Marian Phelps be the WOCCE Superintendents' Council Chairperson for the 2016-2017 school year.

Motion unanimously carried.

- (B) The motion was made by Dr. Carol Hansen, seconded by Dr. Greg Plutko, that Dr. Mark Johnson be the Vice Chairperson for the WOCCE Superintendents' Council for the 2016-2017 school year.

Motion unanimously carried.

- (C) The motion was made by Dr. Greg Plutko, seconded by Dr. Mark Johnson, that the dates/times for the WOCCE Superintendents' Council meetings for the 2016-2017 school year be approved as follows:

September 21, 2016  
December 14, 2016  
March 8, 2017  
May 17, 2017

Motion unanimously carried.

**REPORTS**  
**Legislation/Advocacy**  
**VI (A)**

Anne presented a summary of the State SELPA Association Legislative Priorities – following are several bills that have been introduced that support some of these priorities:

1. California Teacher Shortage (there are a number of bills to address the recruiting, training, and retention of special education teachers)
2. Reforming Education to Serve all Students
3. Alternative Assessment
4. Expanded Funding for Mental Health
5. Alternative Dispute Resolution as a means to prevent conflict and preserve parent/school relationships
6. People first Language...Assembly Concurrent Rule (ACR) 60 (a resolution to affirm that CA use people first language in state policies and procedures whenever possible) was chaptered by the Secretary of state last July

Anne stated that relative to the priority of educational reform and service to all students, one of the bills for which the Coalition has been strongly advocating is **Senate Bill 1071**, which is a bill to ensure the availability and funding of high quality preschool programs for students with disabilities.

Anne included a copy of a letter submitted to Senator Liu, on behalf of our SELPA member districts in support of SB 1071.

Through tenacious advocacy and great coordination by the Coalition for Adequate Funding for Special Education, the Senate Education Committee unanimously passed the bill on April 21<sup>st</sup>, 2016 by a vote of 9-0.

SB 1071 has served as a vehicle to educate members of the legislature and others about the lack of preschool funding for children with disabilities. SB 1071 has caught Governor Jerry Brown's attention, and he commissioned the Public Policy Institute of California (PPIC), an established and respected nonprofit, nonpartisan think tank to review special education finance.

The Coalition does not expect Governor Brown to sign the bill until the study is completed in the fall of 2016, therefore, there will be no other hearings held on the bill.

Members of the Coalition have met with the PPIC to discuss the scope of the State SELPA finance committee to delve deeper into the Task Force recommendations regarding special education financing.

**REPORTS**  
**WOCCE Strategic Planning**  
**Update**  
**(VI-B)**

Mrs. Delfosse stated that it is the time of year when we look back to plan forward.

Anne shared some of the activities that are in process as WOCCE begins to build on the strategic plan for 2016-2017.

- Reviewing the 15-16 strategic plan with internal groups in order to evaluate progress and identify areas for continued focus/goals.
- Working with District Directors on gathering data on programmatic placement, CDE performance indicators, and OAH Compliance Reports in order to analyze procedural and programmatic needs.
- Developing a survey to be disseminated to WOCCE and district staff regarding needs in the areas of professional development, program support, conflict resolution support, and general operation support.
- Analyzing the needs of the districts relative to WOCCE personnel in order to make decisions about staff assignments, vacancy replacements, and possible additions, or deletions of positions.
- Working with the CAC to gather input from parents relative to parent training needs and organizational support.
- Identifying procedures that need to be updated prior to the start of the next school year.

**GENERAL FUNCTIONS**  
**WOCCE Executive Director's**  
**State SELPA and Coalition**  
**Participation**  
**(VII-A)**

Approval was requested for the budget for the Executive Director's participation in State SELPA meetings and the Coalition for Adequate Funding for the school year 2016-2017.

The motion was made by Dr. Greg Plutko and seconded by Dr. Carol Hansen that the WOCCE Executive Director's State SELPA and Coalition meetings participation be approved as presented.

Motion unanimously carried.

**GENERAL FUNCTIONS**  
**Proposed WOCCE Budget**  
**2016-2017**  
**(VII-B)**

The WOCCE Proposed Budget for 2016-2017 was pulled from the agenda due to more time needed to go over the paperwork. Another meeting will be scheduled to approve the budget.

**NEW BUSINESS/DISCUSSION**  
**WOCCE 2016/2017 Annual**  
**Service and Budget Plans**  
**(pursuant to Local Plan**  
**requirements)**  
**(VIII-A)**

Mrs. Delfosse presented the Annual Service and Budget Plans for 2016-2017 and stated that as in all prior years, WOCCE has adopted a full continuum of services.

It was moved by Dr. Carol Hansen and seconded by Dr. Greg Plutko, that the West Orange County Consortium for Special Education 2016-2017 Annual Service and Budget Plans be approved as presented.

Motion unanimously carried.

**PUBLIC COMMUNICATION**  
**(IX)**

None

**CLOSED SESSION**  
**(X)**

Gregg Haulk adjourned the WOCCE Superintendents' Council meeting in order to move into closed session.

The Council adjourned into the Viking Room to discuss performance of the WOCCE Executive Director.

No action taken.

**ADJOURNMENT**  
**(XI)**

Gregg Haulk adjourned the public meeting at 4:31 p.m.

**WEST ORANGE COUNTY CONSORTIUM FOR SPECIAL EDUCATION**  
**MINUTES OF THE WOCCE SUPERINTENDENTS' COUNCIL**

**June 15, 2016**

**COUNCIL MEMBERS  
PRESENT**

Dr. Carol Hansen/OVSD  
Gregg Haulk/HBC  
Dr. Mark Johnson/FVSD  
Dr. Marian Phelps/WSD  
Dr. Greg Plutko/HBUHSD

**COUNCIL MEMBERS  
ABSENT**

None

**ADMINISTRATIVE  
PERSONNEL ABSENT**

Nancy Finch-Heuerman  
Lindy Leech-Painter

**PLACE AND DATE OF  
MEETING**

Huntington Beach Union High School District  
Board Room  
June 15, 2016

**CALL TO ORDER  
(I)**

The meeting was called to order by Gregg Haulk at 4:00 p.m.

**FLAG SALUTE  
(II)**

The Pledge of Allegiance was lead by Gregg Haulk.

**PRELIMINARY FUNCTIONS –  
Oral Communication  
III**

None

**PROPOSED WOCCE  
BUDGET 2016-2017  
(IV)**

Per the Councils' request from the May 18, 2016 meeting, Anne Delfosse thanked the Council for the opportunity to allow more time for the member districts to review the budget packet.

Caroline Larson, Certified Public Accountant from Vavrinek, Trine, Day & Company presented a detailed power point, graphs and handouts showing:

- Complete duplicate packet from May 18 Superintendents' Council for public records purposes
- Complete Details of WOCCE 2016-2017 Budget Adoption
- SELPA Revenue & Expense Overview
- Updated AB 602 Model Summary

**Proposed WOCCE Budget -  
continued**

The motion was made by Gregg Haulk for the West Orange County Consortium for Special Education Budget for 2016-2017 be approved as presented. It was moved by Dr. Mark Johnson and seconded by Dr. Greg Plutko that the motion be approved.

Motion unanimously carried.

**ADJOURNMENT  
(V)**

Gregg Haulk adjourned the meeting at 4:12 p.m.

— DIMARE | BROWN —  
**DBHK**  
 — HICKS | KESSLER —  
 INNOVATIVE ADVOCACY. TRUSTED ADVICE.

**SELPA**

**Legislative Matrix Friday, August 26, 2016 4:01 PM**

**Hot List Bills**

**AB 2306** ( Frazier D) Juvenile court school pupils.

Introduced: 2/18/2016

Status: 8/25/2016 - Senate amendments concurred in. To Engrossing and Enrolling.

Location: 8/25/2016 - A . ENROLLMENT

2 Year Dead	Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
	1st House				2nd House							

**Summary:** Existing law provides for the administration and operation of juvenile court schools by the county board of education. This bill would express the Legislature's intent that juvenile court schools have a rigorous curriculum that includes a course of study that prepares pupils for high school graduation and career entry and fulfills the requirements for admission to the California State University and the University of California. This bill contains other related provisions and other existing laws.

**AB 2548** ( Weber D) School accountability: statewide accountability system.

Introduced: 2/19/2016

Status: 8/24/2016 - Read third time. Passed. Ordered to the Assembly.

Location: 8/24/2016 - A . ASSEMBLY

2 Year Dead	Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
	1st House				2nd House							

**Summary:** Existing law required, on or before July 1, 2014, the governing boards of school districts and county boards of education to adopt a local control and accountability plan using a state template adopted by the State Board of Education. Existing law requires the local control and accountability plan to include, among other things, a description of annual goals for all pupils and specified subgroups of pupils to be achieved for each state priority, as specified, and a description of the specific actions the school district or county superintendent of schools will take to achieve those goals. Existing law requires the charter petition for a charter school to include those same elements. Existing law provides that an adopted local control and accountability plan is effective for 3 years and shall be updated annually on or before July 1. Existing law requires the state board, on or before October 1, 2016, to adopt evaluation rubrics to, among other things, assist a school district, county office of education, or charter school in evaluating its strengths, weaknesses, and areas that require improvement. Existing law establishes the California Collaborative for Educational Excellence for purposes of advising and assisting school districts, county superintendents of schools, and charter schools in achieving the goals set forth in a local control and accountability plan. This bill would, for purposes of a statewide accountability system and to ensure alignment and fidelity with the state priorities and federal law, require the state board to adopt a statewide accountability system that, among other things, is a single integrated system that aligns local, state, and federal accountability requirements. In identifying appropriate assistance for a school or local

educational agency, the bill would require the California Collaborative for Educational Excellence and county superintendents of schools to analyze data aligned with all the state priorities in order to align the level of support, collaboration, and intervention to the needs of the local educational agency or individual school or schools. By imposing additional duties on county superintendents of schools, and to the extent this bill would impose additional duties on local educational agency officials, the bill would impose a state-mandated local program. This bill contains other related provisions and other existing laws.

**AB 2719 ( Garcia, Eduardo D) Workforce development: out-of-school youth.**

Introduced: 2/19/2016

Status: 8/24/2016 - In Assembly. Concurrence in Senate amendments pending. May be considered on or after August 26 pursuant to Assembly Rule 77.

Location: 8/24/2016 - A . CONCURRENCE

2Year Dead	Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
	1st House				2nd House							

**Summary:** The federal Workforce Innovation and Opportunity Act of 2014 provides for workforce investment activities, including activities in which states may participate. The California Workforce Innovation and Opportunity Act of 2014 (state act) establishes the California Workforce Development Board, which is responsible for assisting the Governor in the development and continuous improvement of California's workforce investment system. The state act also contains various programs for job training and employment investment, as specified. The state act requires the board to assist the Governor in helping individuals with barriers to employment achieve economic security and upward mobility by implementing policies that encourage the attainment of marketable skills relevant to current labor market trends. The state act defines an individual with employment barriers to include youths who are individuals with disabilities, homeless youths, and youths who are in, or who have aged out of, the foster care system. This bill would define out-of-school youth for purposes of the state act, would revise the duties of the board regarding , among other things, out-of-school youth, as specified, and would define a school operating in partnership with United States Department of Labor programs, as specified. This bill contains other related provisions and other existing laws.

HOT

**AB 2785 ( O'Donnell D) Special education: English learners: manual.**

Introduced: 2/19/2016

Status: 8/23/2016 - Senate amendments concurred in. To Engrossing and Enrolling.

Location: 8/23/2016 - A . ENROLLMENT

2Year Dead	Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
	1st House				2nd House							

**Summary:** Existing law requires local educational agencies to actively and systematically seek out all individuals with exceptional needs, from birth to 21 years of age, inclusive, including children not enrolled in public school programs, who reside in a school district or are under the jurisdiction of a special education local plan area or a county office of education. This bill would require the State Department of Education, on or before July 1, 2018, to develop a manual providing guidance to local educational agencies on identifying, assessing, supporting, and reclassifying English learners who may qualify for special education services and pupils with disabilities who may be classified as English learners, as specified, with the goal of providing guidance, for voluntary use by local educational agencies, charter schools, and the state special schools on evidence-based and promising practices for the identification, assessment, support, and reclassification of those pupils and to promote a collaborative approach among general education teachers, special education teachers, school administrators, paraprofessionals, other involved personnel, and parents in determining the most appropriate academic placements and services for these pupils. The bill would require the department to post the manual on its Internet Web site and on its professional development Internet Web site. In developing the manual, the bill would require the department to review manuals and other resources produced on this topic by local educational agencies, special education administrators, other organizations, other states, and the federal government, and to establish and consult with a stakeholder group comprised of specified experts and practitioners. As part of implementing these provisions, the bill would require the department, with input from the stakeholder group, to develop a plan for the dissemination of the manual and the means of providing professional development on the content of the manual, as specified, but would condition the actual implementation of the plan on an appropriation for that purpose in the annual Budget Act or another enacted statute. The bill would require the department to submit the plan to the State Board of Education, the Department of Finance, the Legislative Analyst's Office, the California Collaborative for Educational Excellence, the Advisory Commission on Special

HOT Support



Education, and the appropriate policy and fiscal committees of the Legislature on or before July 1, 2018. The bill would state the intent of the Legislature that its provisions be funded with federal funds, to the extent permissible.

23

**( Liu D) Medi-Cal: school-based administrative activities.**

**Introduced:** 1/15/2015

**Status:** 8/24/2016 - Re-referred to Com. on RLS. pursuant to Senate Rule 29.10(d). From committee: Be re-referred to Com. on ED. pursuant to Senate Rule 29.10(d). (Ayes 5. Noes 0.) Re-referred to Com. on ED.

**Location:** 8/24/2016 - S . ED.

2Year Dead	Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
	1st House				2nd House							

**Calendar:** 8/26/2016 Upon adjournment of Session - Room 3191 SENATE EDUCATION, LIU, Chair

**Summary:** Existing law provides for the Medi-Cal program, which is administered by the State Department of Health Care Services, under which qualified low-income individuals receive health care services. The Medi-Cal program is, in part, governed by, and funded pursuant to, federal Medicaid program provisions. Existing law establishes an administrative claiming process under which the department is authorized to contract with local governmental agencies and local educational consortia for the purpose of obtaining federal matching funds to assist with the performance of administrative activities relating to the Medi-Cal program. Existing law defines a local educational agency for these purposes as a local educational agency that participates under the process as a subcontractor to the local educational consortium in its service region. **This bill would additionally require the department to contract directly with an LEA, if the LEA chooses and the department has developed a process governing direct contracting, to perform school-based administrative activities necessary for the proper and efficient administration of the Medi-Cal program, as specified.** The bill would designate the contracting between the department and participating local educational agencies, local educational consortia, and local governmental agencies to perform those school-based administrative activities as the School-Based Administrative Claiming process program. The bill would authorize the department to administer or oversee the administration of a single statewide random moment time survey, or a reduction in the number of quarterly random moment time surveys conducted in the state, for the purposes of the program. The bill would make related legislative findings and declarations. This bill contains other related provisions and other existing laws.

HOT

SB 412

**( Glazer D) Public postsecondary education: The California Promise.**

**Introduced:** 2/25/2015

**Status:** 8/24/2016 - Re-referred to Com. on RLS. pursuant to Senate Rule 29.10(d). From committee: Be re-referred to Com. on ED. pursuant to Senate Rule 29.10(d). (Ayes 5. Noes 0.) Re-referred to Com. on ED.

**Location:** 8/24/2016 - S . ED.

2Year Dead	Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
	1st House				2nd House							

**Calendar:** 8/26/2016 Upon adjournment of Session - Room 3191 SENATE EDUCATION, LIU, Chair

**Summary:** Existing law establishes the California State University, under the administration of the Trustees of the California State University, and the California Community Colleges, under the administration of the Board of Governors of the California Community Colleges, as 2 of the segments of public postsecondary education in this state. This bill would establish the California Promise, which would require specified minimum numbers of campuses of the California State University to establish a California Promise program by which the campus would enter into a pledge with a student who satisfies specified criteria to support the student in earning a baccalaureate degree within 4 academic years, or if the student is a community college transfer student who earned an associate degree for transfer, within 2 academic years, of the academic year of the student's first year of enrollment, as specified. The bill would require the trustees to submit, by July 1, 2021, a report to the appropriate policy and fiscal committees of the Legislature that includes specified information about students who participate in the program and a summary description of significant differences in implementation of the program by campuses. The bill would require the trustees to submit recommendations, by March 15, 2017, to the appropriate policy and fiscal committees of the Legislature regarding potential financial incentives that could benefit students who participate in the program. The bill's provisions would be repealed as of January 1, 2026.

HOT

**SB 884** ( Beall D) Special education: mental health services.

Introduced: 1/19/2016

Status: 8/25/2016 - Assembly amendments concurred in. (Ayes 39. Noes 0.) Ordered to engrossing and enrolling.

Location: 8/25/2016 - S . ENROLLMENT

2 Year Dead	Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	<b>Enrolled</b>	Vetoed	Chaptered
1st House				2nd House								

**Summary:** Existing law requires the Superintendent of Public Instruction to administer the special education provisions of the Education Code and ensure provision of, and supervise, education and related services to individuals with exceptional needs, as required pursuant to the federal Individuals with Disabilities Education Act. Existing law provides for the establishment of Family Empowerment Centers on Disability to, among other things, ensure that children and young adults with disabilities receive the necessary educational support and services they need to complete their education. This bill would require the audit guide to include audit procedures to review whether specified funding, which the bill would subject to existing state and federal audit requirements, for educationally related mental health services required by an individualized education program received by local educational agencies was used for its intended purpose in the 2016-17 fiscal year, and would require these audit procedures to be included in future fiscal years if recommended by the Controller, as specified. The bill would require the State Department of Education to include a link on the sample procedural safeguards maintained on its Internet Web site to the page on its Internet Web site that lists family empowerment centers and to include the link on specified forms. The bill would require the department to submit 2 reports, as specified, relating to the provision of mental health services to pupils through an individualized education program to the appropriate fiscal and policy committees of the Legislature by June 30, 2017. This bill contains other existing laws.

HOT  
Oppose  
Unless  
Amended

**SB 916** ( Allen D) Teacher credentialing.

Introduced: 1/27/2016

Status: 8/25/2016 - Assembly amendments concurred in. (Ayes 39. Noes 0.) Ordered to engrossing and enrolling.

Location: 8/25/2016 - S . ENROLLMENT

2 Year Dead	Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	<b>Enrolled</b>	Vetoed	Chaptered
1st House				2nd House								

**Summary:**

Existing law authorizes the Commission on Teacher Credentialing to issue single subject teaching credentials only in specific subjects.

This bill would add dance and theatre to the list of authorized subjects.

This bill contains other related provisions and other existing laws.

HOT

**SB 1113** ( Beall D) Pupil health: mental health.

Introduced: 2/17/2016

Status: 8/25/2016 - Assembly amendments concurred in. (Ayes 39. Noes 0.) Ordered to engrossing and enrolling.

Location: 8/25/2016 - S . ENROLLMENT

2 Year Dead	Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	<b>Enrolled</b>	Vetoed	Chaptered
1st House				2nd House								

**Summary:**

Existing law requires school districts, county offices of education, and special education local plan areas (SELPAs) to comply with state laws that conform to the federal Individuals with Disabilities Education Act, in order that the state may qualify for federal funds available for the education of individuals with exceptional needs. Existing law requires school districts, county offices of education, and SELPAs to identify, locate, and assess individuals with exceptional needs and to provide those pupils with a free appropriate public education in the least restrictive environment, and with special education and related services, including mental health services, as reflected in an individualized education program.

HOT  
Neutral

This bill would specifically authorize a county, or a qualified provider operating as part of the county mental health plan network, and a local educational agency to enter into a partnership that includes, among other things, an agreement between the county mental health plan, or the qualified provider, and the local educational agency that establishes a Medi-Cal mental health provider that is county operated or county contracted for the provision of mental health services to pupils of the local educational agency and in which there are provisions for the delivery of campus-based mental health services through qualified providers or qualified professionals to provide on-campus support to identify pupils with a specified education plan and pupils not in special education who a teacher believes may require those services and, with parental consent, to provide mental health services to those pupils. The bill would create the County and Local Educational Agency Partnership Fund in the State Treasury, which would be available, upon appropriation by the Legislature, to the State Department of Education for the purpose of funding these partnerships, as specified, and would require the State Department of Education to fund these partnerships through a competitive grant program.

This bill contains other related provisions and other existing laws.

**SB 1466 ( Mitchell D) Early and Periodic Screening, Diagnosis, and Treatment Program: trauma screening.**

Introduced: 2/19/2016

Status: 8/23/2016 - In Senate. Concurrence in Assembly amendments pending.

Location: 8/23/2016 - S . CONCURRENCE

2Year Dead	Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
	1st House				2nd House							

Calendar: 8/26/2016 #9 SENATE SEN UNFINISHED BUSINESS

**Summary:**

Existing law provides for the Medi-Cal program, which is administered by the State Department of Health Care Services, under which qualified low-income individuals receive health care services, including early and periodic screening, diagnosis, and treatment for any individual under 21 years of age who is covered under Medi-Cal consistent with the requirements under federal law. The Medi-Cal program is, in part, governed and funded by federal Medicaid program provisions.

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The bill would require, consistent with federal law, that screening services under the EPSDT program include screening for trauma, as defined by the bill and as specified. The bill also would require the department, in consultation with the State Department of Social Services and others, to adopt, employ, and develop, as appropriate, tools and protocols for screening children for trauma and would authorize the department to implement, interpret, or make specific the screening tools and protocols by means of all-county letters, plan letters, or plan or provider bulletins, as specified.

This bill contains other existing laws.

**Tracked Bills**

**AB 38 ( Eggman D) Mental health: Early Diagnosis and Preventive Treatment Program.**

Introduced: 12/1/2014

Status: 8/22/2016 - Read second time. Ordered to third reading.

Location: 8/22/2016 - S . THIRD READING

2Year Dead	Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
	1st House				2nd House							

Calendar: 8/26/2016 #97 SENATE SEN THIRD READING FILE - ASM BILLS



**Summary:** Existing law, the Bronzan-McCorquodale Act, sets out a system of community mental health care services provided by counties and administered by the State Department of Health Care Services. This bill would establish the Early Diagnosis and Preventive Treatment (EDAPT) Program Fund in the State Treasury to provide funding to the Regents of the University of California for the purpose of providing reimbursement to an EDAPT program that would utilize integrated systems of care to provide early intervention, assessment, diagnosis, a treatment plan, and necessary services for individuals with severe mental illness and children with severe emotional disturbance, as specified. The bill would authorize moneys from private or other sources to be deposited into the fund and used for purposes of the bill. The bill would require, when the Department of Finance has determined that the total amount of the moneys in the fund has reached or exceeded \$1,200,000, the Controller to distribute all of the moneys in the fund to the Regents of the University of California for the purpose of providing reimbursement to an EDAPT program for services provided to persons who are referred to that program, but whose private health benefit plan, as defined, does not cover the full range of required services, thereby making an appropriation. The bill would require the Regents of the University of California, if the regents accept the money, or if the regents accept federal funding distributed by the State Department of Health Care Services for the purpose of supporting an EDAPT program, as specified, to report, on or after January 1, 2022, but prior to January 1, 2023, specified information to the health committees of both houses of the Legislature. The bill would repeal the program as of January 1, 2023.

**AB 796 (Nazarian D) Health care coverage: autism and pervasive developmental disorders.**

**Introduced:** 2/26/2015

**Status:** 8/24/2016 - Read third time. Passed. Ordered to the Assembly.

**Location:** 8/24/2016 - A . ASSEMBLY

2Year Dead	Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
	1st House				2nd House							

**Summary:** Existing law, the Lanterman Developmental Disabilities Services Act, requires the State Department of Developmental Services to contract with regional centers to provide services and supports to individuals with developmental disabilities and their families. Existing law defines developmental disability for these purposes, to include, among other things, autism. This bill would delete the sunset date, thereby extending the operation of these provisions indefinitely. By extending the operation of these provisions, the violation of which by a health care service plan would be a crime, the bill would impose a state-mandated local program. This bill contains other related provisions and other existing laws.

**AB 1565 (Lackey R) Developmental services: funding.**

**Introduced:** 1/4/2016

**Status:** 4/12/2016 - In committee: Set, first hearing. Hearing canceled at the request of author.

**Location:** 3/17/2016 - A . HUM. S.

2Year Dead	Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
	1st House				2nd House							

**Summary:**

The Lanterman Developmental Disabilities Services Act requires the State Department of Developmental Services to contract with regional centers to provide services and supports to individuals with developmental disabilities. Under existing law, the regional centers purchase needed services for individuals with developmental disabilities through approved service providers or arrange for those services through other publicly funded agencies.

This bill would require the department to submit a plan to the Legislature by August 1, 2017, to ensure the sustainability, quality, and transparency of community-based services for individuals with developmental disabilities. The bill would require the department to regularly consult with stakeholders in developing the plan and would require the plan to address specified topics, including, among others, recommendations for a comprehensive approach to funding regional center operations in a sustainable and transparent manner that enables regional centers to deliver high-quality services to consumers.

This bill contains other related provisions and other existing laws.

**AB 1748** ( Mayes R) Pupils: pupil health: opioid antagonist.

Introduced: 2/2/2016

Status: 8/24/2016 - Senate amendments concurred in. To Engrossing and Enrolling.

Location: 8/24/2016 - A . ENROLLMENT

2 Year Dead	Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	<b>Enrolled</b>	Vetoed	Chaptered
1st House					2nd House							

**Summary:** Existing law authorizes a pharmacy to furnish epinephrine auto-injectors to a school district, county office of education, or charter school if certain conditions are met. Existing law requires the school district, county office of education, or charter school to maintain records regarding the acquisition and disposition of epinephrine auto-injectors furnished by the pharmacy for a period of 3 years from the date the records were created. This bill would authorize a pharmacy to furnish naloxone hydrochloride or another opioid antagonist to a school district, county office of education, or charter school if certain conditions are met. The bill would require the school district, county office of education, or charter school to maintain records regarding the acquisition and disposition of naloxone hydrochloride or another opioid antagonist furnished by the pharmacy for a period of 3 years from the date the records were created. This bill contains other related provisions and other existing laws.

**AB 1808** ( Wood D) Minors: mental health treatment or counseling services.

Introduced: 2/8/2016

Status: 8/23/2016 - Senate amendments concurred in. To Engrossing and Enrolling.

Location: 8/23/2016 - A . ENROLLMENT

2 Year Dead	Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	<b>Enrolled</b>	Vetoed	Chaptered
1st House					2nd House							

**Summary:** Existing law authorizes a minor who is 12 years of age or older to consent to outpatient mental health treatment or counseling services, notwithstanding any provision of law to the contrary, if, in the opinion of the attending professional person, the minor is mature enough to participate intelligently in those services. Existing law defines "professional person," for the purposes of those provisions, to include, among others, a marriage and family therapist, a marriage and family therapist intern, a professional clinical counselor, a clinical counselor intern, a clinical psychologist, and a clinical social worker, as specified. This bill would additionally authorize a marriage and family therapist trainee, a clinical counselor trainee, a registered psychologist, a registered psychological assistant, a psychology trainee, an associate clinical social worker, and a social work intern, while working under the supervision of certain licensed professionals, respectively, to provide those services. The bill would require the marriage and family therapist trainee, the clinical counselor trainee, the psychology trainee, or the social work intern to notify his or her supervisor or an on-call supervisor, as specified, at the site where the trainee or intern volunteers or is employed within 24 hours of treating or counseling a minor. The bill would require the trainee or intern, if upon the initial assessment of the minor the trainee or intern believes that the minor is a danger to self or to others, to notify the supervisor, as specified, immediately after the treatment or counseling session. The bill would also change the definition of clinical psychologist for these purposes and would make a technical, nonsubstantive change.

**AB 1997** ( Stone, Mark D) Foster care.

Introduced: 2/16/2016

Status: 8/24/2016 - Read third time. Passed. Ordered to the Assembly.

Location: 8/24/2016 - A . ASSEMBLY

2 Year Dead	Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House					2nd House							

**Summary:** Existing law provides for the early implementation, by counties and foster family agencies, of the resource family approval process, which is a unified, family friendly, and child-centered approval process that replaces the multiple processes for

licensing foster family homes, approving relatives and nonrelative extended family members as foster care providers, and approving adoptive families. Existing law requires the State Department of Social Services to implement the resource family approval process in all counties and with all foster family agencies by January 1, 2017. This bill would also specify that the resource family approval process replaces certification of foster homes by foster family agencies and the approval of guardians. The bill would make conforming statutory changes related to the statewide implementation of the resource family approval process, including prohibiting the department and counties from accepting applications to license foster family homes, and prohibiting foster family agencies from accepting applications to certify foster homes, on and after January 1, 2017. The bill would also make specified changes relating to resource families including by, among others, requiring the department to develop a basic rate that ensures that a child placed in a licensed foster family home, a certified family home, or with a resource family approved by a county or foster family agency is eligible for the same basic rate, and would revise certain aspects of the resource family approval process, including by, among other things, requiring counties and foster family agencies to conduct annual, announced inspections of resource family homes and to inspect resource family homes as often as necessary to ensure the quality of care provided; authorizing counties to grant, deny, or rescind criminal records exemptions; and making it a misdemeanor to willfully and knowingly, with the intent to deceive, make a false statement or fail to disclose a material fact in a resource family application. By imposing additional duties on counties, by creating a new crime, and by expanding the duties of foster family agencies, for which the failure to comply is a crime, this bill would impose a state-mandated local program. This bill contains other related provisions and other existing laws.

**AB 2182 ( Mullin D) School athletics: neurocognitive testing.**

**Introduced:** 2/18/2016

**Status:** 8/25/2016 - Enrolled and presented to the Governor at 5 p.m.

**Location:** 8/25/2016 - A . ENROLLED

2 Year	Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf.	Enrolled	Vetoed	Chaptered
Dead	1st House				2nd House				Conc.			

**Summary:** Existing law requires a school district, charter school, or private school, if it offers an athletic program, to immediately remove an athlete from an athletic activity for the remainder of the day if the athlete is suspected of sustaining a concussion or head injury, and prohibits the athlete from returning to the athletic activity until the athlete is evaluated by a licensed health care provider, trained in the management of concussions and acting within the scope of his or her practice, and the athlete receives written clearance from the licensed health care provider to return to the athletic activity. Existing law also requires, on a yearly basis, a concussion and head injury information sheet to be signed and returned by the athlete and athlete's parent or guardian before the athlete initiates practice or competition. This bill would establish the Neurocognitive Testing Pilot Grant Program to provide grant funding to Title I schools for the purposes of neurocognitive testing. The bill would require the Superintendent of Public Instruction to establish an application process for school districts to apply on behalf of Title I schools interested in participating in the pilot program. The bill would require grants under the pilot program to be apportioned to a total of 3 school districts, comprising one school district in each of the following regions of the state: southern, central, and northern. A participating school district would be required to commit to participating in the pilot program for 4 school years in order to track pupils tested in grade 9 through completion of high school. This bill contains other related provisions and other existing laws.

**AB 2246 ( O'Donnell D) Pupil suicide prevention policies.**

**Introduced:** 2/18/2016

**Status:** 8/24/2016 - In Assembly. Concurrence in Senate amendments pending. May be considered on or after August 26 pursuant to Assembly Rule 77.

**Location:** 8/24/2016 - A . CONCURRENCE

2 Year	Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf.	Enrolled	Vetoed	Chaptered
Dead	1st House				2nd House				Conc.			

**Summary:** Existing law establishes a system of public elementary and secondary schools in this state and provides for the establishment of school districts and other local educational agencies to operate these schools and provide instruction to pupils. Existing law establishes the State Department of Education in state government and vests the department with specified powers and duties relating to the state's public school system. This bill would require the governing board or body of a local educational agency, as defined, that serves pupils in grades 7 to 12, inclusive, to, before the beginning of the 2017-18 school year, adopt a

policy on pupil suicide prevention, as specified, that specifically addresses the needs of high-risk groups. By imposing additional duties on local educational agencies, the bill would impose a state-mandated local program. The bill would require the department to develop and maintain a model policy to serve as a guide for local educational agencies. This bill contains other related provisions and other existing laws.

**AB 2279 (Cooley D) Mental Health Services Act: county-by-county spending reports.**

**Introduced:** 2/18/2016

**Status:** 8/23/2016 - Senate amendments concurred in. To Engrossing and Enrolling.

**Location:** 8/23/2016 - A . ENROLLMENT

2-Year Dead	Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
	1st House				2nd House							

**Summary:** Existing law, the Mental Health Services Act (MHSA), an initiative measure enacted by the voters as Proposition 63 at the November 2, 2004, statewide general election, establishes the Mental Health Services Oversight and Accountability Commission. Existing law requires the State Department of Health Care Services, in consultation with the Mental Health Services Oversight and Accountability Commission and the County Behavioral Health Directors Association of California, to develop and administer instructions for the Annual Mental Health Services Act Revenue and Expenditure Report, which gathers specified information on mental health spending as a result of the MHSA, including the expenditures of funds distributed to each county. This bill would require the department, based on the Annual Mental Health Services Act Revenue and Expenditure Report, to compile information, in total and by county on an annual basis, that includes, among other things, the total amount of MHSA revenue, the amount of MHSA money received and expended for each specified component of the MHSA program, and the amount of MHSA money spent on program administration. The bill would require the department to make the collected information available to the Legislature and the public on its Internet Web site no later than July 1, 2018, and annually thereafter.

**368 (Gordon D) Child care and development services: individualized county child care subsidy plan: County of Santa Clara.**

**Introduced:** 2/18/2016

**Status:** 8/23/2016 - In Assembly. Ordered to Engrossing and Enrolling.

**Location:** 8/23/2016 - A . ENROLLMENT

2-Year Dead	Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
	1st House				2nd House							

**Summary:** The Child Care and Development Services Act has a purpose of providing a comprehensive, coordinated, and cost-effective system of child care and development services for children from infancy to 13 years of age and their parents, including a full range of supervision, health, and support services through full- and part-time programs. Existing law requires the Superintendent of Public Instruction to develop standards for the implementation of quality child care programs. Existing law authorizes the County of Alameda, as a pilot project, to develop an individualized county child care subsidy plan, as provided. This bill would authorize, until January 1, 2022, the County of Santa Clara to develop and implement an individualized county child care subsidy plan, as specified. The bill would require the plan to be submitted to the local planning council and the Santa Clara County Board of Supervisors for approval, as specified. The bill would require the Early Education and Support Division of the State Department of Education to review and approve or disapprove the plan and any subsequent modifications to the plan. The bill would require the County of Santa Clara to annually prepare and submit to the Legislature, the State Department of Social Services, and the State Department of Education a report that contains specified information relating to the success of the county's plan. This bill contains other related provisions.

**315 (O'Donnell D) Pupil attendance: supervisors of attendance.**

**Introduced:** 2/19/2016

**Status:** 8/22/2016 - Senate amendments concurred in. To Engrossing and Enrolling.

Location: 8/22/2016 - A . ENROLLMENT

2Year Dead	Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
	1st House				2nd House							

**Summary:** Existing law requires the board of education of any school district and of any county to appoint a supervisor of attendance and any assistant supervisors of attendance as may be necessary to supervise the attendance of pupils in the district or county, and requires the board to prescribe the duties of the supervisor of attendance and assistant supervisors of attendance in accordance with specified provisions. Existing law authorizes a school district, with the approval of the county board of education, to contract with the county superintendent of schools for the supervision of attendance of pupils in the school district. This bill would delete the requirement that a county board of education approve a contract between a school district and the county superintendent of schools for the supervision of attendance of pupils in the school district. The bill would express the Legislature's intent that a supervisor of attendance perform specified functions, and would authorize the supervisor of attendance to provide support services and interventions, as provided. The bill would also make nonsubstantive changes.

**SB 1226 ( Beall D) Regional centers: audits and reviews.**

**Introduced:** 2/18/2016

**Status:** 8/25/2016 - Assembly amendments concurred in. (Ayes 38. Noes 0.) Ordered to engrossing and enrolling.

**Location:** 8/25/2016 - S . ENROLLMENT

2Year Dead	Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
	1st House				2nd House							

**Summary:** Under existing law, the Lanterman Developmental Disabilities Services Act, the State Department of Developmental Services is authorized to contract with regional centers to provide services and supports to individuals with developmental disabilities. Existing law requires an entity that receives payments from one or more regional centers to obtain an independent audit or independent review report of its financial statements based upon the amount it receives from the regional center or regional centers during the entity's fiscal year. This bill would, commencing January 1, 2018, instead require the entity to obtain an independent review report of an independent audit of its financial statements based upon the amount it receives from the regional center or regional centers during each state fiscal year. This bill contains other related provisions and other existing laws.

**SB 1291 ( Beall D) Medi-Cal: specialty mental health: minor and nonminor dependents.**

**Introduced:** 2/19/2016

**Status:** 8/25/2016 - In Senate. Concurrence in Assembly amendments pending.

**Location:** 8/25/2016 - S . CONCURRENCE

2Year Dead	Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
	1st House				2nd House							

**Calendar:** 8/26/2016 #56 SENATE SEN UNFINISHED BUSINESS

**Summary:**

Existing law provides for the Medi-Cal program, which is administered by the State Department of Health Care Services, under which qualified low-income individuals receive health care services, including specialty mental health services. The Medi-Cal program is, in part, governed and funded by federal Medicaid program provisions. Under existing law, specialty mental health services are provided by mental health plans and the department is responsible for conducting investigations and audits of claims and reimbursements for expenditures for specialty mental health services provided by mental health plans to Medi-Cal eligible individuals.

This bill would require annual mental health plan reviews to be conducted by an external quality review organization (EQRO) and, commencing July 1, 2018, would require those reviews to include specific data for Medi-Cal eligible minor and nonminor dependents in foster care, including the number of Medi-Cal eligible minor and nonminor dependents in foster care served each year. The bill would require the department to share data with county boards of supervisors, including data that will assist in the development of mental health service plans and performance outcome system data and metrics, as specified.





## CODED CORRESPONDENCE

**DATE:**

August 23, 2016

**NUMBER:**

16-10

**TO:**

All Individuals and Groups Interested in the Activities  
of the Commission on Teacher Credentialing

**FROM:**

Mary Vixie Sandy  
Executive Director  
Commission on Teacher Credentialing

**SUBJECT: Approved Addition and Amendments to Title 5 of the California Code of Regulations  
Pertaining to Teaching Permit for Statutory Leave (TPSL)**

**Summary:**

The addition and amendments to Title 5 CCR sections 80022 and 80025.3 were approved by the Office of Administrative Law and are effective as of August 16, 2016. The addition of section 80022 creates a new permit, the Teaching Permit for Statutory Leave (TPSL), which authorizes the holder to serve as the interim teacher of record for the full length of a statutory leave for any contracted teacher of record. Specific statutory leaves for which the TPSL permit may be used are explained in further detail below. Additionally, the amendments to section 80025.3 expand the types of permits that authorize day-to-day substitute teaching.

**Key Provisions:**

The TPSL permit is available at the request of a Local Employing Agency (LEA) who anticipates a need to fill assignments where a teacher of record will be out due to a statutory leave. The TPSL will authorize the holder to serve as the interim teacher of record for the full length of leave for any contracted teacher on a statutory leave as defined in regulations. The TPSL is not an option to fill teacher vacancies, and shall be restricted to the LEA requesting the permit. LEAs must verify that all permit requirements have been met. Service shall be limited to the specific setting indicated in the document's authorization statement, which may be requested in specific Single Subject areas, Multiple Subject, or Special Education, depending on an individual's qualifications. A TPSL holder may serve in multiple statutory leave assignments throughout the validity of the permit, and the permit is renewable upon verification from the employing agency that all requirements for renewal have been met.

**Authorization**

The Multiple Subject authorization allows the holder to teach all subjects in a self-contained classroom, such as the classrooms in most elementary schools, in grades preschool, K–12, or in classes organized primarily for adults for any one teacher that is out on a statutory leave for (up to) the entire length of said leave during a school year. In addition, the holder of a Multiple Subject Teaching Credential may serve in a core or team teaching setting.

The Single Subject authorization allows the holder to teach the specific subject(s) named on the credential in departmentalized classes, such as those in most middle schools and high schools, in grades preschool, K–12, or in classes organized primarily for adults for any one teacher that is out on a statutory leave for (up to) the entire length of said leave during a school year.

The Special Education authorization allows the holder to conduct Educational Assessments related to students' access to the academic core curriculum and progress towards meeting instructional academic goals and provide instruction. In addition, the authorization allows for Special Education Support to individuals identified as needing special education services across the continuum of program options available and in any specialty area in grades twelve and below, including preschool, and in classes organized primarily for adults for any one teacher that is out on a statutory leave for (up to) the entire length of said leave during a school year.

**Acceptable Statutory Leaves**

The TPSL permit will allow an individual to serve as the interim teacher of record for more than 30 days for any one teacher (20 days for special education) only when the teacher of record is out on one of the statutory leaves specified in regulations and in *Table 1* below. When more than one acceptable leave is taken consecutively, as is often the case, the TPSL holder may still continue to serve as the interim teacher of record for the entire length of those leaves. Note that administrative leave is **not** listed as an acceptable leave.

**Table 1**

Type of Leave	Length of Leave	Statutory Reference
Sick Leave	As accumulated by teacher	EC §44978
Differential Sick Leave	5 months	EC §44977
Pregnancy Disability Leave Act	4 months	GC §12945
Family and Medical Leave	12 workweeks	GC §12945.2 and 29 U.S.C. §2601, et seq.
California Family Rights Act	12 workweeks	GC §12945.2
Industrial Accident and Illness Leave	60 days	EC §44984

LEAs may use local terminology to describe teacher leaves that differs from the leave types named above. A TPSL permit will authorize service under any leave that is authorized by the referenced sections of Education Code, Government Code, or US Code, regardless of what the local term for the leave is.



### *Requirements for Issuance*

To qualify for an initial TPSL permit, an individual must meet all of the following requirements:

1. Possession of a Bachelor's or higher degree from a regionally accredited college or university;
2. Satisfaction of the California Basic Skills Requirement (see Commission [Leaflet CL-667](#) for more information);
3. Satisfaction of the TPSL subject-matter requirement;
4. Completion of 45 hours of TPSL preparation as defined in regulations; and
5. Verification from the LEA that orientation, mentoring, and support shall be provided to the permit holder for each statutory leave assignment.

For renewal, the TPSL holder must complete the appropriate renewal requirements as outlined below:

1. One of the following, as applicable:
  - a. For both the first and second renewal, the holder must complete an additional 45 hours of TPSL preparation as defined in regulations.
  - b. For the third and all subsequent renewals, the holder must complete the same professional learning activities that are required of the LEA's regular teaching staff.
2. Verification from the LEA that continued orientation, mentoring, and support shall be provided to the permit holder for each statutory leave assignment.

### TPSL Subject-Matter Requirement

An individual may qualify for the TPSL permit in one or more of the optional authorizations. Commission staff may evaluate for multiple authorizations when an initial application and fee is received, or permit holders may apply for an added authorization by submitting a subsequent application and processing fee, or upon renewal of their permit. The options to meet subject-matter competence are outlined below:

**Single Subject:** A degree major in the subject area or at least 18 semester units, or 9 upper division semester units, of course work in the subject to be listed on the permit.

For a permit in one of the science subjects, at least nine semester units must be in the specific science area. For a permit in Foundational-Level General Science, an individual has two options. First is to verify a bachelor's or higher degree in science. This includes biological science, chemistry, geoscience, physics, and science areas that fall within these broad categories such as anatomy, earth science, and oceanography. This does not include a degree in health science. Second is to verify 18 semester units (or nine upper division semester units) across the four science areas of biological science, chemistry, geosciences, and physics. A minimum of one course in each of the four areas is required.

Passage of subject matter examinations in the single subject content area sought may also be used to meet this requirement. See Commission leaflet [CL-674S](#).



The statutory single subjects available for a Teaching Permit for Statutory Leave are as follows:

Agriculture	Music
Art	Physical Education
Business	Science: Biological Sciences
English	Science: Chemistry
Foundational-Level General Science	Science: Geosciences
Foundational-Level Mathematics	Science: Physics
Health Science	Social Science
Home Economics	World Languages-Languages other than English ( <u>specify</u> )
Industrial and Technology Education	World Language: English Language Development
Mathematics	

**Multiple Subject:** A degree major in liberal studies or 40 semester units including 10 semester units of course work in each of at least four of the following subject areas or at least 10 semester units of course work in each of three of the subject areas and an additional 10 semester units in a combination of two of the remaining subject areas. Subject areas include language studies, history, literature, humanities, mathematics, the arts, science, physical education, social science, and human development.

Passage of the appropriate subject matter examinations for the Multiple Subject Credential may also be used to meet this requirement.

**Special Education:** Complete the requirements for the Single Subject or Multiple Subject as listed above, or verify a minimum of one year of successful full-time classroom experience, or the equivalent in part-time experience, working with special education students (experience as an aide is acceptable) or verify a minimum of nine semester units of course work in special education or in a combination of special education and general education.

All course work must meet the following criteria:

- Must be completed at a regionally-accredited college or university
- Must be baccalaureate degree-applicable (non-remedial)
- Must be earned with a "C" grade or higher ("Pass" and "Credit" grades meet this requirement)

#### TPSL Preparation Requirement

The preparation requirements for the first three issuances of the TPSL permit include 45 hours of focused preparation to ready the permit holder for service as the interim teacher of record beyond 20 or 30 days. This preparation must be completed in 45 hour increments prior to the LEA's submission of an application. However, nothing precludes an individual from completing all preparation for initial issuance and the first two renewals in advance (135 hours total). The TPSL regulations break the required preparation into 12 broad content areas that include specific



content that must be covered in a tiered manner. The delivery of the preparation should begin with foundational level content, followed by intermediate level content, and ending with proficient level content. *Table 2* below shows the intended tiered delivery for TPSL preparation.

**Table 2**

<b>TPSL 45-Hour Preparation Modules Delivery of Broad Content Areas</b>			
<b>Broad Content Area</b>	<b>First Issuance</b>	<b>Second Issuance</b>	<b>Third Issuance</b>
Best Practices in Instruction and Individualized Education Programs (IEPs)	F	I	P
Classroom Management and the Learning Environment	F	I	P
Curriculum and Instruction	F	I	P
Ethics	F/I/P		
Health, Safety and Hygiene	F/I/P		
Human Development	F		I/P
Local Context	F/I/P	Ongoing	Ongoing
Pedagogy	F	I	P
Reading and Language Arts	F	I	P
Relationships Between Theory and Practice		F	I/P
Teaching English Learners	F	I	P
Using Technology in the Classroom		F/I	P
Key: F = Foundational Level    I = Intermediate Level    P = Proficient Level			

While the required content for TPSL preparation is clearly outlined in regulations, the design and delivery of the preparation is left to the LEA to determine. LEAs may leverage existing training and development to meet much of the TPSL preparation requirements as long as it covers the required areas. As well, LEAs may design new preparation courses or modules, or may partner with their county office, neighboring districts, local colleges and universities, or private companies in order to design and deliver preparation.

The Commission will not accredit or oversee any TPSL preparation; the responsibility to verify that all regulatory requirements for preparation have been met lies with the LEA requesting the permit. If an applicant has previous teacher experience, preparation, or training, it will be the LEA’s responsibility to evaluate previous experience and determine if an individual is deficient in any of the required preparation. For example, if an LEA wishes to recruit a fully credentialed teacher for TPSL assignments, the LEA must determine if the teacher preparation program completed by the applicant meets the TPSL preparation requirements outlined in regulations.

**Orientation, Mentoring, and Support**

To meet the orientation, mentoring, and support requirement, the LEA must provide the TPSL holder with an early orientation before or during their first month of service in a statutory leave assignment. Such orientation should be specific to the assignment’s setting and classroom type.



As well, LEAs must develop a system of support for the TPSL holder that includes an average of two hours of mentoring, support, and/or coaching per week of service in a statutory leave assignment. This system of support must be coordinated and/or provided by an identified mentor who holds a valid life or clear credential that authorizes service in the area of the TPSL holder's assignment. The mentor should assist with curriculum and lesson planning for the first four weeks of the assignment in the event that the teacher of record on leave has not developed them prior to his or her leave.

### *Monitoring and Reporting*

Local employing agencies who employ TPSL permit holders for statutory leave assignments will need to maintain documentation on the assignment of TPSL holders and report data on the use of the TPSL permit through their regular certificated assignment monitoring activities. Documentation verifying the appropriate use of each permit must include:

1. Name of the permit holder serving in the assignment;
2. Teacher of record;
3. Specific statutory leave section(s) that justifies use of the TPSL permit;
4. School site of assignment;
5. Setting, subject, and grade level of assignment;
6. Name of mentor assigned to TPSL permit holder;
7. Number of cumulative days the TPSL holder served in specific statutory leave assignment; and
8. A declaration that reasonable efforts in hiring a substitute with a full teaching credential that matches the setting and/or subject for the statutory leave position were made, and that no such candidate is available.

### *Amendments to Title 5 CCR 80025.3*

The TPSL regulatory action also included amendments to Title 5 of the California Code of Regulations (CCR) section 80025.3. These changes allow individuals who hold the TPSL, Short-Term Staff Permit, or Provisional Internship Permit to serve as a day-to-day substitute based on possession of a permit that required a Bachelor's degree and satisfaction of the basic skills requirement. This modification aligns these permits with other Commission-issued document that are authorized under this section of regulations to serve as a substitute teacher.

### **Important Date:**

The TPSL permit may be initially issued on or after August 16, 2016.

### **Background:**

Current law specifies that day-to-day substitute teachers may not serve more than 30 cumulative days for any one teacher of record during the school year (5 CCR sections 80025 and 80025.3), except in special education classrooms, where they may serve no more than 20 cumulative days during a school year for any one teacher [Education Code section 56061(a)], unless they hold a specific teaching authorization in the subject and/or setting of the substitute assignment. This service limitation becomes problematic when LEAs are tasked with covering assignments where



the teacher of record is out of their classroom beyond 20 or 30 days due to a statutory leave situation. The addition of 5 CCR section 80022 creates a new permit that provides LEAs with an additional option for staffing statutory leave assignments that extend beyond the 20 or 30 day service limitation that applies to Emergency 30-Day Substitute Teaching Permits.

**Sources:**

Title 5, California Code of Regulations, sections 80022 and 80025.3

**References:**

Teaching Permit for Statutory Leave (CL-902)

<http://www.ctc.ca.gov/credentials/leaflets/cl902.pdf>

Verification of Requirements for the Teaching Permit for Statutory Leave (CL-903)

<http://www.ctc.ca.gov/credentials/cig2/CIG-leaflets/cl903.pdf>

**Contact Information:**

Questions regarding certification requirements and application submission may be directed to the Commission's Information Services Unit by email at [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov), or by telephone at (916) 322-4974, Monday through Friday from 12:30 pm to 4:30 pm.



**CALIFORNIA CODE OF REGULATIONS  
TITLE 5. EDUCATION  
DIVISION 8. COMMISSION ON TEACHER CREDENTIALING**

**§ 80022. Teaching Permit for Statutory Leave.**

Local employing agencies may request the Teaching Permit for Statutory Leave to be used when a teacher of record is unable to provide services due to a statutory leave.

(a) If a local employing agency elects to request a Teaching Permit for Statutory Leave, the following shall be required for the initial issuance:

(1) Submission of an application form as defined in §80001; the processing fee as specified in §80487(a)(1); and fingerprint clearance as specified in §80442.

(2) Possession of a baccalaureate or higher degree from a regionally accredited college or university.

(3) Meet the basic skills requirement as described in Education Code section 44252, unless exempt by statutes or regulations.

(4) Successful completion of the subject-matter requirement for the authorization(s) requested as found in (A), (B) or (C):

(A) For any single subject authorization, completion of one of the following:

1. 18 semester units (or 9 upper division units), or equivalent quarter units, of appropriate non-remedial course work taken at a regionally accredited college or university with a grade of "C" or higher, "Pass", or "Credit" in a single subject or subsumed subject area as defined in §80005.

2. A degree major in a statutory single subject or subsumed subject area as defined in §80005.

3. Passage of the appropriate subject-matter examination(s) in the single subject area as provided in Education Code Sections 44280, 44281, and 44282.

(B) For the multiple subject authorization, completion of one of the following:

1. At least 10 semester units of non-remedial course work taken at a regionally accredited college or university with a grade of "C" or higher, "Pass", or "Credit" in each of at least four of the following subject areas or at least 10 semester units of course work in each of three subject areas and an additional 10 semester units of course work in a combination of two of the remaining subject areas. The subject





areas are as follows: language studies, history, literature, humanities, mathematics, the arts, science, physical education, social science and human development.

2. A degree major in liberal studies.
  3. Passage of the appropriate multiple subject subject-matter examination(s) as provided in Education Code Sections 44280, 44281, and 44282.
- (C) For the special education authorization, completion of one of the requirements in either (A) or (B), or one of the following:
1. Verify a minimum of one year of successful full-time classroom experience, or the equivalent in part-time experience, working with special education students.
  2. Verify a minimum of 9 semester units of course work in special education or in a combination of special education and regular education that are appropriate to a special education or regular education teaching credential.
- (5) The local employing agency shall submit to the Commission verification of completion of 45 hours of pre-service preparation that shall include, but is not limited to, the following:
- (A) Foundational level content covering Curriculum and Instruction.
  - (B) Foundational level content covering Reading and Language Arts.
  - (C) Foundational level content covering Pedagogy.
  - (D) Foundational level content covering Human Development.
  - (E) Foundational level content covering Teaching English Learners.
  - (F) Foundational level content covering Best Practices in Instruction and Individualized Education Programs.
  - (G) Foundational, intermediate, and proficient level content for Health, Safety and Hygiene.
  - (H) Foundational, intermediate, and proficient level content for Ethics.
  - (I) Foundational, intermediate, and proficient level content for Local Context.



(J) Foundational level content covering Classroom Management and the Learning Environment.

(6) The local employing agency shall submit to the Commission verification of orientation, mentoring, and accountability.

(b) The Teaching Permit for Statutory Leave shall be valid for no less than one year and expires one calendar year from the first day of the month immediately following the date of issuance.

(c) Use of the Teaching Permit for Statutory Leave for statutory leave assignments shall be restricted to the local employing agency(ies) requesting the permit.

(d) If a local employing agency elects to request the reissuance of the Teaching Permit for Statutory Leave, the following shall be required:

(1) For the first reissuance:

(A) Submission of an application form as defined in §80001; the processing fee as specified in §80487(a)(1); and fingerprint clearance as specified in §80442.

(B) The local employing agency shall submit to the Commission verification of continued mentoring and accountability.

(C) The local employing agency shall submit to the Commission verification of completion of an additional 45 hours of preparation that shall include, but is not limited to, the following:

1. Intermediate level content covering Curriculum and Instruction.

2. Intermediate level content covering Reading and Language Arts.

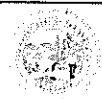
3. Foundational level content covering Relationships Between Theory and Practice.

4. Intermediate level content covering Pedagogy.

5. Intermediate level content covering Teaching English Learners.

6. Foundational and intermediate level content covering Using Technology in the Classroom.

7. Intermediate level content covering Best Practices in Instruction and Individualized Education Programs.



8. Foundational, intermediate, and proficient level content for Local Context.

9. Intermediate level content covering Classroom Management and the Learning Environment.

(2) For the second reissuance:

(A) Submission of an application form as defined in §80001; the processing fee as specified in §80487(a)(1); and fingerprint clearance as specified in §80442.

(B) The local employing agency shall submit to the Commission verification of continued mentoring and accountability.

(C) The local employing agency shall submit to the Commission verification of completion of an additional 45 hours of preparation that shall include, but is not limited to, the following:

1. Proficient level content covering Curriculum and Instruction.

2. Proficient level content covering Reading and Language Arts.

3. Intermediate and proficient level content covering Relationships Between Theory and Practice.

4. Proficient level content covering Pedagogy.

5. Intermediate and proficient level content covering Human Development.

6. Proficient level content covering Teaching English Learners.

7. Proficient level content covering Using Technology in the Classroom.

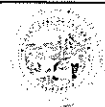
8. Proficient level content covering Best Practices in Instruction and Individualized Education Programs.

9. Foundational, intermediate, and proficient level content for Local Context.

10. Proficient level content covering Classroom Management and the Learning Environment.

(3) For the third and all subsequent reissuances:

(A) Submission of an application form as defined in §80001; the processing fee as specified in §80487(a)(1); and fingerprint clearance as specified in §80442.



(B) The local employing agency shall submit to the Commission verification of continued mentoring and accountability.

(C) The local employing agency shall submit to the Commission verification of completion of professional learning activities that are offered to the local employing agency's regular teaching staff.

(e) The Teaching Permit for Statutory Leave may be issued with one or more of the following authorizations:

(1) A multiple subject authorization that shall authorize instructional service as the interim teacher of record to students in a self-contained setting as defined for the Multiple Subject Teaching Credential in §80003.

(2) A specific single subject authorization that shall authorize instructional service as the interim teacher of record to students in a departmentalized setting as defined for the Single Subject Teaching Credential in §80004.

(3) A special education authorization that shall authorize instructional service as the interim teacher of record to students with any disability area as is authorized by an Education Specialist Instruction Credential in §80048.6.

(f) Definitions:

(1) The term "accountability" as used in this section shall mean the following:

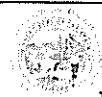
(A) That the local employing agency has made reasonable efforts in hiring a substitute with a full teaching credential that matches the setting and/or subject for the statutory leave position and that no such candidate is available, and

(B) That documentation verifying the appropriate use of each permit holder's assignment shall be kept on file with the local employing agency and that data on the assignments of the permit holder shall be reported to the local county office of education annually as part of the assignment monitoring specified under Education Code section 44258.9. Documentation verifying the appropriate use of each permit shall include:

1. name of the permit holder serving in the assignment,
2. teacher of record,
3. specific statutory leave section that justifies use of the TPSL permit,

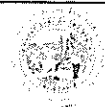


4. school site of assignment,
  5. setting, subject, and grade level of statutory leave assignment,
  6. name of mentor assigned to TPSL permit holder, and
  7. number of cumulative days the TPSL holder served in specific statutory leave assignment.
- (2) The term “Best Practices in Instruction and Individualized Education Programs” as used in this section shall mean the following: federal disability category definitions and specific best practices; basic explanation of individualized education programs and other special education acronyms; how to interpret an individualized education program goal and collect data; how to interpret and implement a behavior plan; differentiated instruction and universal design for learning including visual supports, applied behavior analysis and positive behavioral interventions and supports; communication with parents; working with related service providers and paraeducators.
- (3) The term “Classroom Management and the Learning Environment” as used in this section shall mean the following: research-based strategies for creating and maintaining effective learning environments; classroom organization; behavior management plans that support student engagement and learning; positive behavior supports; and local context (e.g., school-wide behavior management systems, Positive Behavioral Interventions and Support (PBIS), Multi-Tier Systems of Support (MTSS), Response to Instruction and Intervention (RTI2), Restorative Justice Approach).
- (4) The term “Curriculum and Instruction” as used in this section shall mean the following: preparation in developing, implementing, adapting, modifying, and evaluating a variety of pedagogical approaches to instruction; using and developing instructional sequences and lesson plans that provide all students with equitable access to the content and experiences found in the state-approved core curriculum.
- (5) The term “employing agency” as used in this section shall mean any of the following: public school districts in California; county offices of education or county superintendents of schools in California; schools that operate under the direction of a California state agency; nonpublic, nonsectarian schools and agencies as defined in Education Code sections 56365 and 56366; charter schools as established in Education Code section 47605.
- (6) The term “Ethics” as used in this section shall mean the following: confidentiality regarding student information; mandated reporting and child abuse prevention; Americans with Disabilities Act of 1990 (ADA); Individuals with Disabilities Education Act (IDEA); Section



504 of the Rehabilitation Act of 1973; non-discrimination; universal access, designing and implementing equitable and inclusive learning environments for all students.

- (7) The term “foundational” as used in this section shall mean the most basic or introductory level.
- (8) The term “Health, Safety and Hygiene” as used in this section shall mean the following: emergency behavior interventions and de-escalation strategies; establishing a physically, socially, and emotionally safe classroom environment; specialized health care procedures; injury and illness prevention; lifting, carrying, and use of mechanical lifts and equipment; general and specialized ergonomics; blood-borne pathogens and universal precautions.
- (9) The term “Human Development” as used in this section shall mean the following: comprehensive knowledge of typical and atypical human development from the prenatal stage through adulthood; knowledge of developmental stages and development associated with various disabilities and risk conditions (e.g., visual impairment, autism spectrum disorders, cerebral palsy); resilience and protective factors (e.g., attachment, temperament) and their implications for learning.
- (10) The term “intermediate” as used in this section shall mean that which is in advance of or builds upon the foundational level.
- (11) The term “Local Context” as used in this section shall mean the following: employer-specific software or programs used for attendance, grading, and individualized education program tracking; school expectations; local educational programs.
- (12) The term “mentoring” as used in this section shall mean that for each statutory leave assignment the local employing agency shall provide an average of two hours of mentoring, support, and/or coaching per week through a system of support coordinated and/or provided by a mentor who possesses a valid life or clear credential that would also authorize service in the statutory leave assignment, and that within this system of support the TPSL holder shall be provided lesson plans for the first four weeks of the assignment as well as continued assistance in the development of curriculum, lesson planning, and Individualized Education Programs (IEPs).
- (13) The term “orientation” as used in this section shall mean that the local employing agency shall provide early orientation to the assignment before or during the first month of service in the statutory leave assignment.



- (14) The term “Pedagogy” as used in this section shall mean the following: introductory coursework in planning and delivering content-specific instruction consistent with state-adopted academic content standards for students and curriculum frameworks; knowledge of the full range of the service delivery system, including special and general education, diversity of grades/ages, and federal disability categories.
- (15) The term “professional learning activities” as used in this section shall mean activities that are offered to the local employing agency’s regular teaching staff.
- (16) The term “proficient” as used in this section shall mean the complete or skilled level.
- (17) The term “Reading and Language Arts” as used in this section shall mean the following: systematic instruction in reading, writing, listening, and speaking aligned to the state-adopted English Language Arts Content Standards and the Reading/Language Arts Framework that meets the needs of the full range of learners including struggling readers, students with special needs, typologies of English language learners, speakers of non-standard English, students who have no communication/language system, and advanced learners who have varied reading levels and language backgrounds.
- (18) The term “Relationships Between Theory and Practice” as used in this section shall mean the following: exposure to the relationships between foundational issues, theories, and professional practice in relation to the principles of human learning and development, pedagogical strategies, curriculum, instruction, assessment, student accomplishments, attitudes, and conduct.
- (19) The term “statutory leave” as used in this section shall mean when an employing agency must temporarily fill a position belonging to a teacher of record whose absence is authorized by any leave as defined in Education Code section 44977, Education Code section 44978, Education Code section 44984, Government Code section 12945, Government Code section 12945.2 and 29 U.S.C. Chapter 28.
- (20) The term “Teaching English Learners” as used in this section shall mean the following: principles of linguistic development; language acquisition; assessment of language proficiency; academic delivery and building strategies for English language learners; knowledge of educational equity, diversity, cultural and linguistic responsiveness and their implementation in curriculum content and school practices for all students.
- (21) The term “Using Technology in the Classroom” as used in this section shall mean the following: knowledge in the basic principles of operation of computer hardware and software; use of technology to facilitate the teaching and learning process; legal and



ethical issues related to the use of technology; best practices and research on the use of technology to deliver lessons that enhance student learning; integration of technology-related tools into the educational experience.

Note: Authority cited: Section 44225(q), Education Code. Reference: Sections 44225(b), 44225(d), 44225(e), 44225(l), 44252, 44258.9, 44280, 44281, 44282, 44300(i), 44977, 44978, 44984, 47605, 56365 and 56366, Education Code.

**§ 80025.3. Day to Day Substitute Teaching.**

- (a) The holder of a valid California teaching or services credential for which the requirements are equal to or greater than those listed in Title 5 Section 80025(a)(1) and (2) for an Emergency 30-Day Substitute Teaching Permit is authorized to serve as a substitute in any classroom; preschool, kindergarten and grades 1-12, inclusive; or in classes organized primarily for adults. However, the holder shall not serve as a substitute for more than 30 days for any one teacher during the school year. Holders of teaching or services credentials issued prior to February 1, 1983 will not be held to the requirement in Education Code Section 44252(b) if the requirements for the credential included a bachelor's degree and a professional preparation program.
- (b) The holder of a permit or credential issued according to the provisions of Title 5 Sections 80021, 80021.2, 80022, 80023.2, 80025.1 or 80071.4(c) may, in addition to the authorization of the permit, serve as a substitute in any classroom; preschool, kindergarten and grades 1-12, inclusive; or in classes organized primarily for adults during the valid period of the permit in any district within the county listed on the document. However, the holder shall not serve as a substitute for more than 30 days for any one general education teacher or classroom, or more than 20 days for any one special education teacher or classroom during the school year.
- (c) The provisions of this section do not apply to teachers who hold documents issued under the provisions of Education Code Sections 44321 or 44325.

Note: Authority cited: Sections 44225(q) and 56061(a), Education Code. Reference: Section 44225(e), Education Code.







**SELPA Administrators of California  
Position Paper on the California Children’s Services Program  
December 2015**

While the state embarks upon a redesign of the California Children’s Services program with respect to the current service delivery system, the purpose of this paper is to explain the role that school districts currently play in the provision of CCS services and the need for additional reforms from an educational perspective in this specific aspect of the program.

**Background on CCS**

California Children’s Services (CCS) is a state program that provides diagnostic and treatment services, medical case management, and physical and occupational therapy to children under age 21 with eligible chronic and severe medical conditions. About 90% of CCS beneficiaries are also eligible for Medi-Cal for their general health care needs; however, CCS is also available to higher income families if the estimated cost of care in one year would exceed 20% of the family’s adjusted gross income.

CCS, which covers approximately 180,000 children, is administered as a partnership between the Department of Health Care Services (DHCS) and counties. It is one of the few remaining children’s health care programs that is “carved out” of Medi-Cal managed care until January 1, 2017, meaning that, in most cases, health plans neither pay for nor arrange for health care related to CCS conditions. Instead, county personnel determine medical and financial eligibility and then coordinate care within a network of specialized providers.

DHCS is proposing to move CCS into managed care, under a “Whole-Child Model,” to be implemented in specific counties no sooner than January 2017. DHCS held numerous stakeholder hearings on this proposed model in 2015 and now has an advisory group in place to continue to engage interested parties. The Senate Committee on Health also convened an oversight hearing on November 18, 2015 on the Future of the California Children’s Service Program.

**Education’s Role in CCS**

The Medical Therapy Program (MTP) is a special program within CCS that provides physical therapy (PT), occupational therapy (OT), and medical therapy conference (MTC) services for

children with disabling conditions. PT and OT services are provided at Medical Therapy Units (MTUs), which are **outpatient clinics located on public school sites.**

Under the federal Individuals with Disabilities Education Act (IDEA), school districts must provide special education to eligible children ages birth through 21. Part of the obligation to provide special education is a requirement to provide “related services,” which are defined as “developmental, corrective and other supportive services as are required to assist a child with a disability to benefit from special education.” [See 34 C.F.R § 300.34.] However, this section of federal law, as well as California Education Code Section 56363, limits districts’ responsibility for medical services to those that are for diagnostic and evaluation purposes only.

The IDEA holds school districts responsible to work cooperatively with other public and private agencies to assure that children with disabilities receive education and related services as identified in their Individualized Education Programs (IEPs) or Individual Family Services Plans (IFSPs) for children 0-3 years of age. One method of meeting this responsibility is the use of interagency agreements, which specify each agency’s program and fiscal responsibilities for provision of special education and related services.

The California Legislature codified interagency responsibilities for related services under the IDEA in 1984, delineating the division of responsibilities between the Superintendent of Public Instruction and the Secretary of the Health and Human Services Agency to provide medically necessary occupational therapy, physical therapy, psychotherapy and other mental health assessments to children eligible for special education. In doing so, the Legislature recognized that “a number of state and federal programs make funds available for provision of education and related services to children with handicaps who are of school age” and that such funds are to be expended for the delivery of special education and related services to ensure that children receive free and appropriate public education (FAPE). [See California Government Code § 7570.]

Medically necessary therapy services for children with conditions eligible for the CCS MTP are mandated under the California Health and Safety Code and Title 22 of the California Code of Regulations. A child’s medical need for PT and OT is assessed during the MTC, when the child, his or her parent, a physician, and the physical or occupational therapist meet to review and approve the child’s therapy plan. Consistent with the requirement that the therapy be “medically necessary,” a CCS-approved physician must issue a medical prescription for treating the patient’s eligible condition. To the extent that a child would receive educational benefit from OT or PT that is not deemed medically necessary by CCS, a child is entitled to receive those services from his or her district. [See 2 C.C.R. § 60320.]

### **Need for Reform**

More than thirty years after the Legislature established a mandate for interagency responsibility for OT and PT services, this approach is no longer meeting the needs of CCS, children with disabilities or school districts for the reasons specified below:

## **1) Changes in Delivery Models**

When the interagency agreement related to special education was adopted in 1984, most children with physical disabilities were educated in special day classes located in “centers” or special schools for “handicapped” children. It was more efficient to locate MTUs at these locations rather than on school sites. CCS staff used the MTUs to provide medically necessary OT and PT to students, along with office space and room for specialized equipment.

Today, these MTUs are a relic of a bygone era. With increased emphasis on the least restrictive environment (LRE) under IDEA as well as the requirement that all students have access to quality instruction and common core standards with typical peers to the fullest extent possible, most students with physical disabilities are now attending neighborhood schools rather than segregated day classes or special schools. Therefore, in many cases, students must now be transported to MTUs that are not located on their school site during the school day, which takes away from classroom time and other educational needs to receive services that are medical in nature. The California Department of Education currently set a state target to get more than 49.2% of students receiving special education services inside a regular classroom for 80% or more of the day, and the need to bus children to the MTUs to receive CCS services makes it increasingly difficult to meet this goal. [See State Performance Plan for Individuals with Disabilities Education Act of 2004, Performance Indicator #5.]

## **2) Lack of Cooperation**

CCS Information Notice: 07-01, a January 2007 Memorandum of Understanding (MOU) between the Special Education Division of the Department of Education and the Department of Health Care Services, delineated an extensive list of requirements and agreements for and between special education local plan areas (SELPAs) (the entities that coordinate with school districts and county offices of education to provide a continuum of services for students receiving special education services) and CCS in order to create a cooperative system that benefits children with disabilities. This included an obligation to have MOUs in place between SELPAs and their local CCS administrators.

In recent years CCS has increasingly resisted entering into these MOUs. In a May 2014 letter from CCS, personnel across the state were directed not to enter into a new special education/local educational agency (LEA) interagency agreements or MOUs until a revised template could be developed by DHCS. [See CCS Information Notice: 14-05.] This directive resulted in CCS not currently having an MOU in place with numerous SELPAs. In a recent survey of the 136 SELPAs in California, 31 out of 44 SELPAs that responded noted that they did not have a current MOU with CCS and some not since 2005. This breakdown has led to confusion for students, families, CCS administrators, and school districts.

Another ongoing issue is the refusal of CCS in some cases to participate in IEP team meetings as required in GC 7570, and/or CCS making decisions that impact a student's IEP plan without consultation. These decisions have resulted in litigation, causing expense and stress to families and school districts involved in the cases.

### 3) Legal Disputes

Recent due process cases and court appeals have resulted in decisions that conflict regarding the amount of authority CCS has to make decisions that may impact a child's educational outcomes and compliance with the IDEA. In the matter of *Parent v. Tuolumne County California Children's Services* (OAH July 15, 2013) Case No. 2012100238, the question at issue was whether CCS could reduce a child's OT or PT without first seeking a change through the IEP process or obtaining an order from an administrative law judge through a due process hearing. The court held that CCS must adhere to these procedures and that disputes as to the amount of medically-necessary as well as educationally necessary OT and PT services that are listed in a child's IEP are to be determined in an IDEA due process hearing. The court ordered CCS to restore the services it had unilaterally cut.

CCS subsequently appealed the OAH decision to State Court (Superior Court of the State of California, County of Tuolumne, Case No. CV 58418), which upheld the OAH decision and ordered attorneys fees paid to the student by CCS. CCS, in turn, has appealed the Superior Court decision to the Court of Appeal of California, Fifth District. Briefing is currently underway in this appeal, and it is expected that the case will ultimately be heard by the California Supreme Court.

In a separate case out of Santa Clara County, *Parent v. California Children's Services* (OAH June 27, 2013) Case No. 2012080386, the student asserted that CCS denied him FAPE because it did not provide him with adequate OT and PT services to meet his educational needs when those services overlapped with the medical necessity requirement for CCS services. The student also contended that CCS did not comply with California statutory provisions because it did not send the students CCS OT or PT provider to attend every IEP team meeting, which was necessary because the students OT and PT needs seriously impacted his ability to access his education.

CCS argued that its services are covered by a statutory scheme that requires that there be a medical necessity for its services that are prescribed by a medical physician, not that these services be determined by an IEP team. Further, if parents are dissatisfied with the level of services that CCS provides, they should proceed through CCS' procedures to contest its decisions rather than through an educational due process claim.

OAH found for the parent. However, on appeal to the Superior Court of California, Santa Clara and removal to the Federal District Court, OAH's decision was overturned and the

court found that CCS may make decisions independently based on medical necessity, without regard for educational implications, and that a parent's recourse for challenging such decisions is the CCS process rather than the IDEA process. This decision is currently on appeal to the United States Court of Appeals, Ninth Circuit. Given that the law related to CCS is state law and not federal, it will be interesting to see what the Ninth Circuit does in light of the decision from the Superior Court in *Tuolumne*.

In a similar case out of Calaveras County, *Parent v. California Children's Services* (OAH April 19, 2012) Case No. 2011060589, the student claimed that CCS wrongfully reduced his PT and OT services without discussion at an IEP meeting. CCS argued that it was legally permitted to unilaterally cut these services, contending that it is only required to provide what is medically necessary not what is educationally related and that it does not need to comply with IEP procedures. OAH found in favor of the student.

CCS appealed the OAH decision. In the Court of Appeal briefing it is indicated that a Writ of Mandate was filed in the Superior Court of California, County of Sacramento in this matter. However, no such Writ appears to have been issued and thus the case is completed and OAH's order is final.

These decisions demonstrate that the legal waters are very murky with respect to the appropriate roles and responsibilities of CCS and school districts in providing OT and PT services and the avenues of redress for families when there are disputes. They highlight the need for legislative remedy.

#### **4) Improper Use of Special Education Resources**

California Education Code Section 56836.04(b) states that "funds apportioned to special education local plan areas pursuant to this chapter are to assist local educational agencies to provide special education and related services to individuals with exceptional needs and shall be expended exclusively for programs operated under this part." However, recent data from CCS in various SELPAs indicates that there are many students eligible under CCS criteria for medically-necessary OT and PT who are not eligible for special education – the percentage is as high as 33 percent of CCS caseloads. SELPAs reported spending as much as \$1.6 million in special education funds on CCS/MTU expenses in 2014-15. Several SELPAs are in the process of building new facilities for the MTUs; costs range from approximately \$500,000 to \$1,000,000 for these upgrades. Transportation to MTUs from school sites is another cost borne by the school districts.

Special Education funding is categorical yet special education dollars are clearly providing medical services to students that are non-special education. It is necessary to assure that funds provided from the IDEA are used to meet the educational needs of children with disabilities. Pursuant to Section 56205 of the Education Code, LEAs/SELPAs are required to comply with the requirements of IDEA, the Rehabilitation



Act of 1998, and the Americans with Disabilities Act of 1990, and the current use of special education funding to provide medical services under CCS runs afoul of these requirements. It is essential that each agency be accountable for those funds so the needs of children with disabilities are met without duplication of services.

### **Proposed Remedy**

In October 2011, the Governor signed AB 114, which removed the interagency obligation of the Department of Health and Human Services to provide any educationally-related mental health services (ERMHS) to students in special education, placing the full obligation for ERMHS with the schools along with funds previously allocated to the Department of Human Services for this purpose. This change in law left CCS as the only outside agency required to participate in the special education process and be listed as a service provider on students' IEPs. For the reasons stated in this paper, this requirement creates confusion for staff, eligible students and their parents.

The SELPA Administrators of California respectfully submit that any changes made to the current CCS model in the coming year also address the MTP. Realignment of the CCS program has merit but significant issues need to be resolved regarding the MTUs. MTUs do not need to be located on public school campuses in order to provide quality medical care via MTCs, which coordinate the patient's needs for referral to medical specialists, durable medical equipment, rehabilitation therapies, orthotic and prosthetic services and community resources. Under the current model, children are often bussed long distances to the MTUs to receive these services, and as a result they often miss academic instruction and social interaction with their peers.

The state should restructure the delivery of medically-necessary services to students with qualifying conditions as part of the CCS Whole-Child Model. MTUs should be folded into the Whole-Child Model along with access to mental health services to better coordinate and ensure access to an array of services. Schools will continue to assess students' needs for educationally-related OT and PT and provide those services during the student's instructional day.

This can be accomplished by repealing the provisions of Government Code Sections 7570-7575 related to interagency responsibilities for OT and PT in the same manner that AB114 repealed the interagency responsibilities for mental health services. This will separate the responsibilities for OT and PT for educationally necessary and medically necessary services to LEAs and CCS, respectively. Schools have developed the capacity to fulfill their service responsibilities and are well-equipped to provide independent educationally-related OT and PT services. The number of PTs and OTs employed by school districts reported in 2014 is approximately 1500 OTs and 200 PTs (as opposed to none at the time Section 7570 was originally enacted). In counties where the relationship between the SELPA and CCS is collaborative and effective, SELPAs should be allowed to contract for services with CCS as is done for ERMHS. Local flexibility will result in more effective and compliant use of funds and transparency and accountability for our parent and student consumers.

**WEST ORANGE COUNTY CONSORTIUM FOR SPECIAL EDUCATION  
ALTERNATIVE DISPUTE RESOLUTION PROCESS SUMMARY**

**2015 – 2016**

	<b>FVSD</b>	<b>HBCSD</b>	<b>HBUHSD</b>	<b>OVSD</b>	<b>WSD</b>	<b>WOCCE TOTAL</b>
<b>Total Alternative Dispute Resolution (“ADR”) Sessions Held</b>	9	8	11	5	7	<b>40</b>
<b>Total ADR Session Invitations Declined by Parents</b>	0	2	1	1	1	<b>5</b>
<b>Total ADR Unresolved or Filed for Due Process</b>	3	1	5	3	3	<b>15</b>
<b>Total ADR Settlement Agreements</b>	4	6	5	2	2	<b>19</b>
<b>Total Pending ADR Carried Over Into 2016-2017</b>	0	2	1	0	0	<b>3</b>



**WEST ORANGE COUNTY CONSORTIUM FOR SPECIAL EDUCATION  
DUE PROCESS SUMMARY**

**2015 – 2016**

	<b>FVSD</b>	<b>HBCSD</b>	<b>HBUHSD</b>	<b>OVSD</b>	<b>WSD</b>	<b>WOCCE TOTAL</b>
<b>Total Due Process (“DP”) Filings</b>	7	7	3	4	2	23
<b>Total DP Filed by Parents</b>	3	6	2	2	2	15
<b>Total DP Filed by District</b>	4	4	1	2	1	12
<b>Total DP Resolved at Resolution Session</b>	1	0	1	0	0	2
<b>Total DP Resolved at Mediation</b>	3	2	1	0	0	6
<b>Total DP Resolved Outside Resolution/Mediation</b>	0	2	1	0	0	3
<b>Total DP Withdrawn by Parent/District</b>	2	2	0	0	0	4
<b>Total DP Hearings Completed</b>	0	1	0	0	1	2
<b>Total DP Filings Carried Over Into 2016-2017</b>	2	4	0	1	0	7



**WEST ORANGE COUNTY CONSORTIUM FOR SPECIAL EDUCATION  
COMPLIANCE COMPLAINT SUMMARY**

**2015 – 2016**

	<b>FVSD</b>	<b>HBCSD</b>	<b>HBUHSD</b>	<b>OVSD</b>	<b>WSD</b>	<b>WOCCSE TOTAL</b>
<b>Total Compliance Complaints Received</b>	1	1	1	0	0	<b>3</b>
<b>Total Withdrawn by Parents</b>	0	0	1	0	0	<b>1</b>
<b>Total Resolved With Corrective Actions Ordered</b>	0	0	0	0	0	<b>0</b>
<b>Total Resolved With No Corrective Actions Ordered</b>	1	1	0	0	0	<b>2</b>



**WEST ORANGE COUNTY CONSORTIUM FOR SPECIAL EDUCATION  
YEAR-BY-YEAR SUMMARY**

Total Due Process Filings	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
FVSD	2	6	1	6	7	7
HBCSD	8	2	4	8	10	7
HBUHSD	15	6	3	6	7	3
OVSD	5	12	3	2	3	4
WSD	8	9	4	5	9	2
<b>TOTAL</b>	<b>38</b>	<b>35</b>	<b>15</b>	<b>27</b>	<b>36</b>	<b>23</b>

Total ADR Requests	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
FVSD	7	10	12	3	0	9
HBCSD	8	5	12	14	8	8
HBUHSD	6	10	10	8	5	11
OVSD	19	8	4	7	0	5
WSD	5	6	9	10	3	7
<b>TOTAL</b>	<b>45</b>	<b>39</b>	<b>47</b>	<b>42</b>	<b>16</b>	<b>40</b>



## 2016-2017 WOCCE Calendar of Events

August 2016	November 2016
<ul style="list-style-type: none"> <li>▪ WOCCE Directors' Council Meeting – 8/25</li> <li>▪ WOCCE Physical Therapists' Cohort – 8/29</li> <li>▪ WOCCE Occupational Therapists' Cohort – 8/29</li> <li>▪ Procedure Review (WSD) 8/30</li> <li>▪ WOCCE Program Specialists' Cohort – 8/31</li> </ul>	<ul style="list-style-type: none"> <li>▪ High School New Teacher Academy - 11/1</li> <li>▪ Diagnostic Center Training: Dyslexia &amp; Reading – 11/3</li> <li>▪ Autism Coaches' PLC – 11/4, 11/18</li> <li>▪ Procedure Review (Edison) – 11/7</li> <li>▪ WOCCE Program Specialists' Cohort – 11/7</li> <li>▪ WOCCE Physical Therapists' Meeting – 11/7</li> <li>▪ WOCCE Occupational Therapists' Cohort – 11/7</li> <li>▪ Assistive Technology (AT) Certificate Program – 11/7</li> <li>▪ Elementary New Teacher Academy - 11/14</li> <li>▪ Key Leadership Team Meeting - 11/16</li> <li>▪ Procedure Review (OVSD) – 11/16</li> <li>▪ Unique Learning Systems Facilitators' Meeting - 11/16</li> <li>▪ WOCCE Directors' Council Meeting - 11/18</li> </ul>
September 2016	December 2016
<ul style="list-style-type: none"> <li>▪ High School New Teacher Academy - 9/12</li> <li>▪ WOCCE Directors' Fiscal Meeting – 9/15</li> <li>▪ Community Advisory Committee Business Council/Parent Training – 9/15</li> <li>▪ Autism Coaches' PLC – 9/16</li> <li>▪ Elementary New Teacher Academy - 9/19</li> <li>▪ WOCCE VI Specialists' Cohort – 9/21</li> <li>▪ WOCCE Superintendents' Council Meeting - 9/21</li> <li>▪ WOCCE Directors' Council Meeting - 9/23</li> <li>▪ Behavior Support Team PLC meeting – 9/23</li> <li>▪ Principles of Applied Behavior Analysis – 9/26 – 9/30</li> <li>▪ Unique Learning Systems Facilitators' Meeting - 9/28</li> </ul>	<ul style="list-style-type: none"> <li>▪ Autism Coaches' PLC – 12/2, 12/16</li> <li>▪ WOCCE Program Specialists' Cohort – 12/5</li> <li>▪ WOCCE Physical Therapists' Cohort – 12/5</li> <li>▪ WOCCE Occupational Therapists' Cohort – 12/5</li> <li>▪ Elementary New Teacher Academy - 12/5</li> <li>▪ Assistive Technology (AT) Certificate Program – 12/5</li> <li>▪ High School New Teacher Academy - 12/6</li> <li>▪ WOCCE Directors' Fiscal Meeting – 12/8</li> <li>▪ Community Advisory Committee Business Council/Parent Training - 12/8</li> <li>▪ Behavior Support Team PLC Meeting – 12/9</li> <li>▪ Assistive Technology (AT) Cohort – 12/12</li> <li>▪ WOCCE VI Specialists' Cohort – 12/14</li> <li>▪ WOCCE Superintendents' Council Meeting - 12/14</li> <li>▪ WOCCE Directors' Council Meeting - 12/16</li> </ul>
October 2016	January 2017
<ul style="list-style-type: none"> <li>▪ WOCCE Physical Therapists' Cohort – 10/3</li> <li>▪ WOCCE Program Specialists' Cohort – 10/3</li> <li>▪ WOCCE Occupational Therapists' Cohort – 10/3</li> <li>▪ Procedure Review (WHS) – 10/5</li> <li>▪ Autism Coaches' PLC – 10/7, 10/21</li> <li>▪ Pro ACT Training: 10/10 – 10/12</li> <li>▪ WOCCE Program Specialists' Cohort – 10/10</li> <li>▪ Procedure Review (HBC) – 10/11</li> <li>▪ Procedure Review (FVSD) – 10/13</li> <li>▪ Behavior Support Team PLC meeting – 10/14, 10/28</li> <li>▪ Procedure Review (MHS) – 10/17</li> <li>▪ Elementary New Teacher Academy - 10/17</li> <li>▪ High School New Teacher Academy - 10/18</li> <li>▪ WOCCE VI Specialists' Cohort – 10/19</li> <li>▪ Procedure Review (HBHS) – 10/24</li> <li>▪ Psychologist Training (School Refusal) – 10/24</li> <li>▪ Unique Learning Systems Facilitators' Meeting - 10/26</li> <li>▪ WOCCE Directors' Council Meeting - 10/28</li> <li>▪ Key Leadership Team Meeting - 10/28</li> <li>▪ Procedure Review (EHS) – 10/31</li> <li>▪ Assistive Technology (AT) Cohort – 10/31</li> </ul>	<ul style="list-style-type: none"> <li>▪ Autism Coaches' PLC – 1/6, 1/20</li> <li>▪ Assistive Technology (AT) Certificate Program - 1/9</li> <li>▪ Principles of Applied Behavior Analysis – 1/9 – 1/13</li> <li>▪ Behavior Support Team PLC meeting – 1/13, 1/27</li> <li>▪ WOCCE VI Specialists' Cohort – 1/18</li> <li>▪ Assistive Technology (AT) Certificate Program - 1/23</li> <li>▪ Elementary New Teacher Academy – 1/23</li> <li>▪ Pro ACT Training - 1/23- 1/25</li> <li>▪ High School New Teacher Academy - 1/24</li> <li>▪ Unique Learning Systems Facilitators' Meeting - 1/25</li> <li>▪ Diagnostic Center Training: Cognitive-Behavioral Techniques for Educators – 1/26</li> <li>▪ WOCCE Directors' Council Meeting - 1/27</li> <li>▪ Key Leadership Team Meeting - 1/27</li> </ul>



February 2017	May 2017
<ul style="list-style-type: none"> <li>▪ Autism Coaches' PLC – 2/3, 2/17</li> <li>▪ WOCCE Program Specialists' Cohort – 2/6</li> <li>▪ WOCCE Physical Therapists' Cohort – 2/6</li> <li>▪ WOCCE Occupational Therapists' Cohort – 2/6</li> <li>▪ Assistive Technology (AT) Certificate Program – 2/6</li> <li>▪ Behavior Support Team PLC meeting – 2/10, 2/24</li> <li>▪ WOCCE VI Specialists' Cohort – 2/15</li> <li>▪ WOCCE Directors' Fiscal Meeting – 2/16</li> <li>▪ Administrators' Focus Group - 2/19</li> <li>▪ Unique Learning Systems Facilitators' Meeting - 2/22</li> <li>▪ Community Advisory Committee Business Council/Parent Training – 2/23</li> <li>▪ WOCCE Directors' Council Meeting - 2/24</li> <li>▪ WOCCE Business Council Meeting - 2/26</li> <li>▪ Key Leadership Team Meeting - 2/26</li> <li>▪ Assistive Technology (AT) Cohort – 2/27</li> <li>▪ Assistive Technology (AT) Certificate Program – 2/27</li> <li>▪ Elementary New Teacher Academy – 2/27</li> <li>▪ High School New Teacher Academy - 2/28</li> </ul>	<ul style="list-style-type: none"> <li>▪ WOCCE Program Specialists' Cohort – 5/1</li> <li>▪ WOCCE Physical Therapists' Cohort – 5/1</li> <li>▪ WOCCE Occupational Therapists' Cohort – 5/1</li> <li>▪ High School New Teacher Academy – 5/2</li> <li>▪ Autism Coaches' PLC – 5/5, 5/19</li> <li>▪ Elementary New Teacher Academy – 5/8</li> <li>▪ Pro ACT Training – 5/8 – 5/10</li> <li>▪ Community Advisory Committee Business Council/Parent Training – 5/11</li> <li>▪ Behavior Support Team PLC meeting – 5/12, 5/26</li> <li>▪ WOCCE VI Specialists' Cohort – 5/17</li> <li>▪ WOCCE Superintendents' Council Meeting - 5/18</li> <li>▪ Unique Learning Systems Facilitators' Meeting - 5/24</li> <li>▪ WOCCE Directors' Council Meeting - 5/26</li> </ul>
March 2017	June 2017
<ul style="list-style-type: none"> <li>▪ Autism Coaches' PLC – 3/3, 3/17</li> <li>▪ WOCCE Program Specialists' Cohort – 3/6</li> <li>▪ WOCCE Physical Therapists' Cohort - 3/6</li> <li>▪ WOCCE Occupational Therapists' Cohort – 3/6</li> <li>▪ Diagnostic Center Training: Assessment and Intervention for Executive Function Difficulties – 3/7</li> <li>▪ Behavior Support Team PLC meeting – 3/10, 3/24</li> <li>▪ Pro ACT Training - 3/13 – 3/15</li> <li>▪ WOCCE VI Specialists' Cohort – 3/15</li> <li>▪ WOCCE Superintendents' Council Meeting - 3/16</li> <li>▪ WOCCE Directors' Council Meeting – 3/24</li> <li>▪ Key Leadership Team Meeting – 3/24</li> <li>▪ Elementary New Teacher Academy – 3/27</li> <li>▪ High School New Teacher Academy – 3/28</li> <li>▪ Unique Learning Systems Facilitators' Meeting - 3/29</li> </ul>	<ul style="list-style-type: none"> <li>▪ Autism Coaches' PLC – 6/2</li> <li>▪ Key Leadership Team Meeting – 6/2</li> <li>▪ WOCCE Program Specialists' Cohort – 6/5</li> <li>▪ WOCCE Physical Therapists' Cohort – 6/5</li> <li>▪ WOCCE Occupational Therapists' Cohort – 6/5</li> <li>▪ Behavior Support Team PLC meeting – 6/9</li> <li>▪ Assistive Technology (AT) Cohort - 6/12</li> <li>▪ WOCCE Directors' Council – 6/30</li> </ul>
April 2017	<b>Still to be scheduled:</b>
<ul style="list-style-type: none"> <li>▪ WOCCE Program Specialists' Cohort – 4/3</li> <li>▪ WOCCE Physical Therapists' Cohort – 4/3</li> <li>▪ WOCCE Occupational Therapists' Cohort – 4/3</li> <li>▪ Principles of Applied Behavior Analysis – 4/3 – 4/7</li> <li>▪ Autism Coaches' PLC – 4/7, 4/21</li> <li>▪ Behavior Support Team PLC meeting – 4/14, 4/28</li> <li>▪ WOCCE Business Council Meeting - 4/22</li> <li>▪ Key Leadership Team Meeting - 4/22</li> <li>▪ Assistive Technology (AT) Cohort – 4/24</li> <li>▪ WOCCE VI Specialists' Cohort – 4/26</li> <li>▪ WOCCE Directors' Council Meeting - 4/28</li> </ul>	<ul style="list-style-type: none"> <li>● Fall DRDP training</li> <li>● Spring Procedure Reviews</li> <li>● Spring Psychologist Training</li> <li>● Infant/PreK Assessment Team Cohort Meetings</li> <li>● Administrative Focus Groups/Alliance Sponsored Trainings</li> <li>● Better Speech and Hearing Month symposium for SLPs</li> </ul> <p style="font-size: small; margin-top: 10px;">[staff development - professional calendar of events 2016-2017]</p>



## Calendar of Event Descriptions 2016 - 2017

Monthly	WOCCE Directors' Council Meeting: Monthly meetings scheduled with the WOCCE and District Special Education Directors to discuss current issues in special education within the SELPA as well as at a state and federal level. (Additionally 4 extra meetings – Directors' Fiscal Meeting) will be scheduled each year just prior to the Superintendents' Council to review the agenda and any financial reports which will be discussed at the Superintendents' Council.)
Monthly	WOCCE Specialist Cohorts (Physical Therapists, Occupational Therapists, Teachers of the Visually Impaired, Teachers of the Deaf and Hard of Hearing): Monthly meetings for WOCCE Itinerant Staff PLCs to discuss policies, procedures, best practices, and concerns specific to their specific disciplines.
Twice a year per District – Fall and Spring	Procedure Reviews: Twice yearly trainings provided to the specialists in each district to discuss new policies or procedures within the SELPA, updates in state or federal laws, and provide a review of best practices.
Monthly	WOCCE Program Specialists' Cohort: Monthly meetings for WOCCE Program Specialists to discuss their current projects and caseloads within the five districts as well as any current issues within the SELPA or at the state or federal level.
Monthly	New Teacher Academy: Monthly meetings for the newly hired special education teachers in the SELPA to assist them with learning the policies and procedures within the SELPA as well as offering support with any challenges they may be facing. High School teachers will meet separately from the K-8 teachers.
Quarterly	WOCCE Directors' Business Council: Quarterly meetings scheduled with the WOCCE and District Special Education Directors, as well as District Directors of Fiscal Services to discuss financial reports.
Quarterly	Community Advisory Committee Business Council Meeting: Quarterly meetings scheduled with the elected members of the Community Advisory Committee as well as any interested community members. Parent trainings shall follow each Business Council.
Bi-monthly	Autism Coaches' PLC Meeting: Meetings with Districts' Autism Coaches to discuss progress toward and next steps in the Autism Evolution model working toward embedded ABA classrooms.
Quarterly	WOCCE Superintendents' Council Meeting: Public meeting with WOCCE and District Directors of Special Education and the Superintendents from the five member districts. Agenda to be posted 72 hours in advance.
Bi-monthly	Behavior Support Team PLC Meeting: Meeting with the Districts' Lead Behavior Aides to review current cases and assist in developing more comprehensive behavior support plans, structures, and supports.

## Calendar of Event Descriptions 2016 – 2017 ~ continued

September, January, & April	Principles of Applied Behavior Analysis Certificate Program: Five day training offered to instructional assistants, specialists, and Program Specialists focusing on autism and applied behavior analysis, including research based behavior analytic procedures and instructional strategies proven to be effective with students on the spectrum.
Monthly	Unique Learning Systems Facilitators' Meeting: Monthly meeting scheduled for District coaches supporting those special education teachers utilizing the Unique Learning Systems curriculum within their SH classrooms.
October, January, & March	Pro ACT Training: Three day training course offered to instructional assistants, specialists, teachers, school psychologists, and administrators. Training focuses on student and staff safety during crisis management.
October through February	Assistive Technology (AT) Certificate Program: 45 hour course designed to give working professionals (Education Specialists, SLPs & SLPAs, Psychologists, Program Specialists, OTs, COTAs, General Education teachers, Instructional Assistants) an introductory to intermediate level of knowledge of Assistive Technology applications and practices commonly seen in K-12 public schools.
Quarterly	Key Leadership Team Meeting: Monthly meetings scheduled with District Key Leaders including TOSAs, Program Specialists, and Directors to discuss current issues in special education within the SELPA as well as issues occurring at a state or federal level.
Monthly	Assistive Technology (AT) Cohort: Monthly meetings for District leaders/coaches in the area of AT to discuss current trends, developments, and issues.
Nov. 3, 2016	Diagnostic Center Training: Dyslexia and Reading - Responding to the Non-Responder. Training open to all interested SELPA staff including general education teachers, specialists, psychologists, and administrators.
Jan. 26, 2017	Diagnostic Center Training: Cognitive-Behavioral Techniques for Educators. Training open to SELPA staff including general education teachers, specialists, psychologists, administrators, and instructional assistants working with students with social emotional difficulties.
March 7, 2017	Diagnostic Center Training: Still Not Producing: Assessment and intervention for Executive Function Difficulties. Training open to SELPA staff and assessment teams working with students who exhibit executive function deficits.

**WOCCE INCOME AND BUDGET 2015/2016 P1 (Apr16 Revision) vs. 2015/2016 Close Out**

9/13/2016

2015/2016 P1 - Apr16 Revision				2015/2016 CLOSE OUT				DIFF.	%DIFF
<b>I. INCOME</b>	COLA	unadjuste	Reg. Ser.	COLA	unadjust	Reg. Ser.			
A. Carry Over from Prior Year	COLA	0.00%	IPSUs	COLA	0.00%	IPSUs	\$		
B. Carry-Over Low Incidence							\$		
C. Carry-Over - CASHA									
D. Income WOCCE Staff Development									
E. Copy Charges and Miscellaneous									
F. PY Adjustments									
G. Regional Services (AB602 Section F)									
1. Prior Year Income									
2. IPSU Funding Forward									
3. VI Funding Forward									
4. Low Incider 280 X 432.80				280 X 432.80					
5. AB602 Staff Development Funds									
Total State									
H. Excess Costs Contribution   5129 X 166.12				5129 X 174.38					
I. Total Gross Income									
J. Deficits: Reg.Ser./Low Inc. 0.00%	0.00%			0.00%					
IPSUs 0.00%	0.00%			0.00%					
Total Deficits									
Total Income W/O Non-Shared									
<b>NON-SHARED PROGRAMS:</b>									
K. Autism Program - Classified									
L. Autism Program - Certificated									
M. AT/AAC Specialist									
N. Literacy Specialist									
O. Occupational/Phsical Therapy									
P. NPS/NPA Tuition									
Q. Taxicab/Van Transportation									
R. County Tuition									
S. ULS Licenses									
T. SIBS Licenses									
U. Ongoing County Tuition									
V. Prior Year									
W. Mental Health									
X. NET INCOME									

V-D (1)

**WOCCSE INCOME AND BUDGET 2015/2016 P1 (Apr16 Revision) vs. 2015/2016 Close Out**

2015/2016 P1 - Apr16 Revision		2015/2016 CLOSE OUT		9/13/2016	
				DIFF.	%DIFF
<b>II. BUDGET</b>					
A. Regional Services	1,156,961		1,234,018.46	77,058	6.2%
B. Program Specialists	222,659		214,539.20	(8,120)	-3.6%
C. Occupational/Physical Therapy	0		0.00	0	
D. Misc. Expenses (Audio & Facilities)	122,327		167,292.00	44,965	26.9%
E. Low Incidence Materials	125,705		111,334.39	(14,371)	-11.4%
F. SDC Itinerant Teachers	855,203		801,444.09	(53,759)	-6.3%
G. All Other Operating	47,477		20,962.22	(26,515)	-55.8%
H. Carry-Over Low Incidence	0		44,852.19	44,852	100.0%
I. Carry-Over WOCCSE Staff Development	0		12,998.33	12,998	100.0%
J. Reserve	30,000		30,000.00	0	
<b>Total Administrative Costs</b>	<b>2,560,331</b>		<b>2,637,440.88</b>	<b>77,110</b>	<b>2.9%</b>
K. Expenses Paid by Responsible District(s)					
1 Autism Program - Classified	0		922.71	923	100.0%
2 Autism Program - Certificated	269,326		242,986.69	(26,339)	-9.8%
3 AT/AAC Specialist	0		120,206.28	120,206	100.0%
4 Literacy Specialist	24,892		24,480.64	(411)	-1.7%
5 Occupational/Physical Therapy	1,479,208		1,442,765.18	(36,443)	-2.5%
6 NPS/NPA Tuition	1,323,821		1,468,215.94	144,395	9.8%
7 Taxicab/Van Transportation	215,454		215,302.45	(152)	-0.1%
8 County Tuition	1,034,403		1,185,335.57	150,933	12.7%
9 ULS Licenses	30,755		30,755.27	0	0.0%
10 SIBS Licenses	0		9,500.00	9,500	100.0%
11 Ongoing County Tuition	15,573		15,573.00	0	
<b>L. Total Non-Shared Programs</b>	<b>4,393,432</b>		<b>4,756,043.73</b>	<b>362,612</b>	<b>7.6%</b>
M. Prior Year Adjustment				0	
N. Holding for Reduction in Growth				0	
<b>O. TOTAL EXPENSES/BUDGET</b>	<b>\$6,953,763</b>		<b>7,393,484.61</b>	<b>439,722</b>	<b>5.9%</b>
<b>III. BALANCE</b>					
A. TOTAL INCOME	\$6,953,763		7,393,484.61		
B. TOTAL BUDGET	6,953,763		7,393,484.61		
C. BALANCE	(\$0)		(\$0.00)		

V-D (2)



## WEST ORANGE COUNTY CONSORTIUM FOR SPECIAL EDUCATION

2016/2017

## NPS/NPA Contracted Services Summary

Type of Placement	AB602	MH	Total
<b>FVSD</b>			
Independent Contractor	2,950.00	12,799.60	15,749.60
Non-Public Agency	6,414.40	500.00	6,914.40
NPS Day School	119,924.53	19,585.63	139,510.16
Orange County Dept of Ed	-	-	-
Residential Placement	-	-	-
<b>FVSD NPS/NPA Contracted Services</b>	<b>129,288.93</b>	<b>32,885.23</b>	<b>162,174.16</b>
<b>HBCSD</b>			
Independent Contractor	14,500.00	9,999.60	24,499.60
Non-Public Agency	4,238.32	1,500.00	5,738.32
NPS Day School	397,961.96	36,357.86	434,319.82
Orange County Dept of Ed	-	-	-
Residential Placement	-	147,184.00	147,184.00
<b>HBCSD NPS/NPA Contracted Services</b>	<b>416,700.28</b>	<b>195,041.46</b>	<b>611,741.74</b>
<b>HBUHSD</b>			
Independent Contractor	-	9,999.60	9,999.60
Non-Public Agency	6,517.38	50,845.88	57,363.26
NPS Day School	447,286.40	66,670.96	513,957.36
Orange County Dept of Ed	-	-	-
Residential Placement	-	1,181,571.61	1,181,571.61
<b>HBUHSD NPS/NPA Contracted Services</b>	<b>453,803.78</b>	<b>1,309,088.05</b>	<b>1,762,891.83</b>
<b>OVSD</b>			
Independent Contractor	4,150.00	9,999.60	14,149.60
Non-Public Agency	20,578.44	1,500.00	22,078.44
NPS Day School	234,773.09	71,389.77	306,162.86
Orange County Dept of Ed	-	-	-
Residential Placement	-	-	-
<b>OVSD NPS/NPA Contracted Services</b>	<b>259,501.53</b>	<b>82,889.37</b>	<b>342,390.90</b>
<b>WSD</b>			
Independent Contractor	-	13,999.60	13,999.60
Non-Public Agency	4,924.91	3,000.00	7,924.91
NPS Day School	203,264.01	99,713.00	302,977.01
Orange County Dept of Ed	-	-	-
Residential Placement	-	-	-
<b>WSD NPS/NPA Contracted Services</b>	<b>208,188.92</b>	<b>116,712.60</b>	<b>324,901.52</b>

## WEST ORANGE COUNTY CONSORTIUM FOR SPECIAL EDUCATION

2016/2017

## NPS/NPA Contracted Services Summary

Type of Placement	AB602	MH	Total
<b>SELPA</b>			
Independent Contractor	21,600.00	56,798.00	78,398.00
Non-Public Agency	42,673.45	57,345.88	100,019.33
NPS Day School	1,408,209.99	293,717.22	1,696,927.21
Orange County Dept of Ed	-	-	-
Residential Placement	-	1,328,755.61	1,328,755.61
SELPA NPS/NPA Contracted Services	<u>1,467,483.44</u>	<u>1,736,616.71</u>	<u>3,204,100.15</u>

2016/2017 DISTRIBUTION OF MENTAL HEALTH FUNDING  
 Educationally Related Mental Health Services Costs and Allocations  
 \*\*\* ESTIMATED AWARDS \*\*\*

9/14/2016, 10:51 AM

Available Funds		
Federal - 3327	0	
Fed - 3327 ADA	533,932	533,932 TOTAL FEDERAL
State - 6512	2,766,049	
<b>Total</b>	<b>3,299,981</b>	

Fed - 3327 ADA	
ORIGINAL	533,932
AMENDMENT	0
<b>FINAL</b>	<b>533,932</b>

**FEDERAL RESOURCE 3327 ALLOCATIONS**

TOTAL SELPA FEDERAL EXPENDITURES	
Compass Center 16/17 Applied to 3327	286,466
WOCCE MH Support Program Specialist	162,576
Indirect Cost (5.12%)	22,991
<b>TOTAL INITIAL SELPA FEDERAL EXPENDITURES</b>	<b>472,033</b>

Selpa Expenditures by Award	
<b>3327</b>	0
<b>3327 ADA</b>	472,033
<b>TOT SELPA EXP</b>	<b>472,033</b>

Avail Funds	<b>FED - 3327</b>	
	533,932	
	(472,033)	TOTAL INITIAL FEDERAL EXPENDITURES
	61,899	Remainder to be allocated by ADA

**Federal 3327 ADA Allocations**

District	15/16 P2	%age	Remainder ADA Allocation	Initial SELPA Expenditures	FED - 3327 ADA Total Allocation	FED - 3327 Allocation	Total 3327 ALLOCATIONS	\$ Per ADA Allocation
FVSD	6,197.33	13.49%	8,352		8,352	0	8,352	\$ 1
HBCSD	6,775.07	14.75%	9,130		9,130	0	9,130	\$ 1
HBUHSD	15,349.35	33.42%	20,685	472,033	492,718	0	492,718	\$ 32
OVSD	8,435.86	18.37%	11,368		11,368	0	11,368	\$ 1
WSD	9,174.90	19.97%	12,364		12,364	0	12,364	\$ 1
<b>Total</b>	<b>45,932.51</b>	<b>100.00%</b>	<b>61,899</b>	<b>472,033</b>	<b>533,932</b>	<b>0</b>	<b>533,932</b>	<b>\$ 12</b>

**STATE RESOURCE 6512 ALLOCATIONS**

TOTAL INITIAL SELPA STATE EXPENDITURES	
16/17 District RTC Mental Health Expenditures	1,736,617
RTC Mental Health Travel	15,000
Compass Center 16/17 Applied to 6512	548,856
Indirect Cost (5.12%)	28,101
<b>TOTAL INITIAL SELPA STATE EXPENDITURES</b>	<b>2,328,574</b>

16/17 RTC Mental Health/BST Consultant Expenditures Detail			
District	RTC MH Contracts	BST Cost <sup>1</sup>	Total
FVSD	22,885	10,000	32,885
HBCSD	185,042	10,000	195,042
HBUHSD	1,299,088	10,000	1,309,088
OVSD	72,889	10,000	82,889
WSD	106,713	10,000	116,713
<b>TOTAL</b>	<b>1,686,617</b>	<b>50,000</b>	<b>1,736,617</b>

*1-BST cost is separated five ways per agreement.*

Avail Funds	<b>STATE - 6512</b>	
	2,766,049	
	(2,328,574)	TOTAL INITIAL SELPA STATE EXPENDITURES
	437,475	Remainder to be allocated by ADA

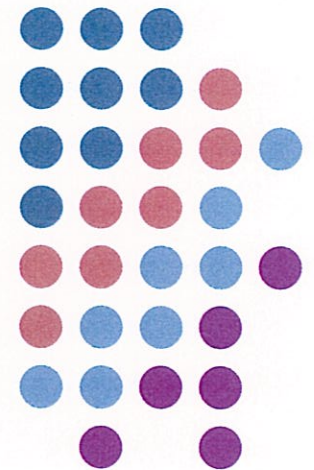
**State Resource 6512 Allocations**

District	15/16 P2	%age	Remainder ADA Allocation	Initial SELPA Expenditures	STATE - 6512 Total Allocation	RTC/BST Costs Paid by High Sch	FINAL RECEIVABLE	\$ Per ADA Allocation
FVSD	6,197.33	13.49%	59,025	32,885	91,910	(32,885)	59,025	\$ 15
HBCSD	6,775.07	14.75%	64,528	195,042	259,570	(195,042)	64,528	\$ 38
HBUHSD	15,349.35	33.42%	146,192	1,901,045	2,047,237	427,529	2,474,766	\$ 133
OVSD	8,435.86	18.37%	80,346	82,889	163,235	(82,889)	80,346	\$ 19
WSD	9,174.90	19.97%	87,384	116,713	204,097	(116,713)	87,384	\$ 22
<b>Total</b>	<b>45,932.51</b>	<b>100.00%</b>	<b>437,475</b>	<b>2,328,574</b>	<b>2,766,049</b>	<b>0</b>	<b>2,766,049</b>	<b>\$ 60</b>



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# WOCCSE Strategic Plan 2016-2017







## **Mission**

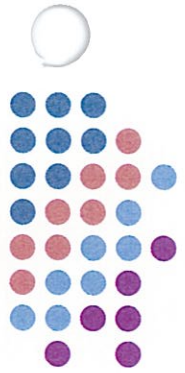
**WOCCSE facilitates the educational success of learners with special needs by providing services and support to students, staff, and families, in collaboration with all member school districts**

## **Vision**

**Through competent, flexible, and reliable support of districts and families, each student will be provided access, and demonstrate growth and success, resulting from quality instruction and services.**



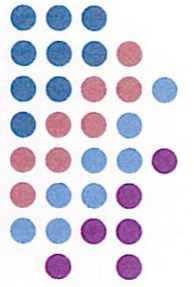
# Process Summary



## SWOT Analysis

- Internal Considerations
  - District and SELPA staff input
  - Discussion and input from Superintendents Council, Directors'/Business Council, Key Leaders, and Community Advisory Council
  - Review of 2015-16 Strategic Plan
- External Considerations
  - State Compliance and Performance Data
  - Local and Statewide Interagency priorities and trends

# Key Area of Support: Improving Student Outcome



**Program Support and Development**

**NPS/RTC/Infant Case Management and Support**

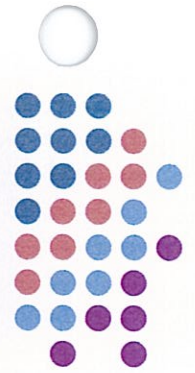
**Itinerant Services and Support**

**Behavior Intervention and Support**

**Curriculum and Instruction Support**

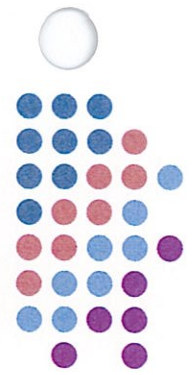


# Key Area of Support: Professional Development



- Administrator focus training
- Assessment and Evaluation
- Instructional Strategy and Implementation
- Behavioral Management and Intervention
- Procedures and Compliance
- Coaching and Support of Facilitators



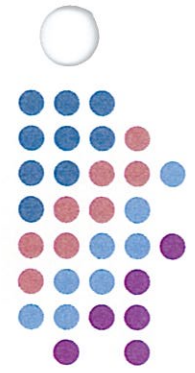


# Key Area of Support: Compliance, Dispute Resolution, Due Process

- Procedural Updates
- Alternative Dispute Resolution
- Compliance Monitoring and Support
- Due Process Support
- Performance and Compliance Indicator Support



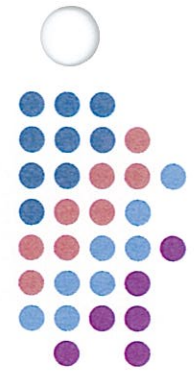
# Key Area of Support: General Operations and Communication



- Support and Oversight of Community Advisory Council
- Regular meetings with LEA and WOCCSE staff
- Budget/Finance Support: Allocation of funds, contract and service agreements, reporting, etc.
- Supervision and assignment of WOCCSE Staff
- Office Management
- CDE Management Information System Reporting
- Local and State Level Interagency Collaboration and Communication
- Legislative Advocacy

# Goals and Objectives

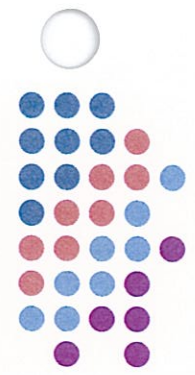
## Program Support



### 1. Autism Program Evolution

- Continue to refine training modules and delivery
- Identify coaching team and develop cohort
- Facilitate development and ongoing support of coaching model
- Provide LEA and site specific training as identified by coaches and director





# Goals and Objectives

## Program Support, cont.

### 2. Behavior Support

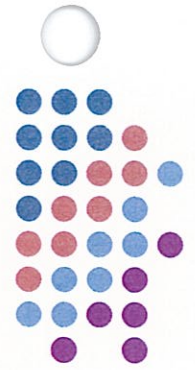
Revise Behavior Support Team approach; emphasizing classroom **coaching** model

- pre-referral checklist for site;
- redevelop referral process;
- develop a follow up classroom support and report plan
- continue to evaluate and discuss needs relative to WOCCSE personnel and services for students

### 3. Continue Systems of Support for the Unique Learning System

# Goals and Objectives

## Professional Development

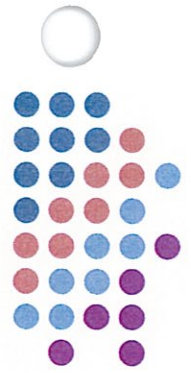


1. Expand training opportunities for SLPs and Psychologists, including specific assessment topics: interpretation, EL assessment, school refusal, behavior, literacy
2. Continue to offer training to Administration; explore a trainer of trainer model for facilitating IEPs, program evaluation, etc.
3. Develop and Implement New Teacher Training Modules



# Goals and Objectives

## Professional Development



4. Explore the provision of other teacher training in selected topics: co-teaching, UDL: use of assistive technology in specialized academic instructional settings, behavior/classroom management
5. Continue Pro-act Training and Reviews
6. Continue Procedure Reviews
7. Continue to explore development of web-based learning opportunities.

# Goals and Objectives

## General Operations



1. Improve fiscal reporting process
2. Institute more efficient use of technology for sharing agendas and backup for meetings
3. Increase meeting times and adjust meeting schedules to allow for more frequent discussion among District Directors
4. Continue to meet with key leaders
5. Clarify purpose, process, and structure of CAC
6. Re-develop WOCCSE Website