SUPERINDENTS’ COUNCIL MEETING
AGENDA

January 9, 2023 – 8:30AM
Yolo County Office of Education
Community Room

1. CALL TO ORDER

2. CONSENT ................................................................. Action
   2.1 APPROVE January 9, 2023, Agenda
   2.2 APPROVE November 7, 2022, Meeting Minutes

3. RECOGNITION OF VISITORS/STAFF…………….…. Information
   This item is placed on the agenda for providing visitors the opportunity to address the Superintendents’ Council on any item(s) of business that does not appear on the formal agenda. Visitors may also request recognition from the chairperson to address the Superintendents’ Council.

4. YOLO SELPA BUSINESS…………………………………. Information
   4.1 Discuss Legal Training Series Professional Development
   4.2 Discuss New Special Education Credentials
   4.3 Discuss Fall 1 Census Process
   4.4 Discuss Equity Disproportionality & Design Project

5. SELPA DIRECTOR REPORT…………………………. Information
   5.1 Discuss Inclusion Initiative Update
   5.2 Present State SELPA Report

6. ADJOURMENT............................................................... Action

NEXT REGULAR MEETING:
March 6, 2023 – 8:30AM
Yolo County Office of Education
Community Room
SUPERINTENDENTS’ AGENDA PACKETS ARE AVAILABLE FOR REVIEW AT THE FOLLOWING LOCATIONS:

- Five calendar days prior to the meeting, a full packet is available for review at the Yolo County SELPA Reception Desk 1280 Santa Anita Court, Suite #150, Woodland, CA. (8:00 a.m-5:00 p.m., Monday through Friday, excluding County Office of Education holidays).
- Agenda documents distributed to the Superintendents’ Council less than 72 hours before the meeting will be made available at the Yolo County SELPA Reception Desk, 1280 Santa Anita Court, Suite #150, Woodland (8:00 a.m-5:00 p.m., Monday through Friday, excluding County Office of Education holidays).
  [Government Code § 54957.5]
- Superintendents’ Council agendas are posted outside the YCOE Administrative Office building at 1280 Santa Anita Court, Suite #100, in a weather-protected glass case, at the Yolo County SELPA Office Suite #150 and at all district sites, and posted on the County Office website: [http://www.ycoe.org/depts/selpa](http://www.ycoe.org/depts/selpa)

In compliance with the Americans with Disabilities Act, if you need special assistance to access the Superintendents’ Council meeting room(s) or to otherwise participate at this meeting, including auxiliary aids or services, please contact the Yolo County SELPA Office at 530-668-3786 and ask for Andrea Barajas. Notification at least 48 hours prior to the meeting will enable the office to make reasonable arrangements to ensure accessibility to the meeting(s). (Government Code § 54954.2)

NOTE: Per the Brown Act, discussion may take place and action may be taken on items not posted on the agenda only under certain circumstances and following certain procedures (EC 54956.5; 54954.2). The Superintendents’ Council has the option to take action on any item(s) listed on the agenda for information.
PRESENT
Matt Best, Superintendent, Davis Joint Unified School District
Christina Goennier, Superintendent, Esparto Unified School District
Phoebe Girimonte, Acting Superintendent, Winters Joint Unified School District
Garth Lewis, Superintendent, Yolo County Office of Education
Patrick McGrew, Assistant Superintendent, Yolo County SELPA
Elodia Lampkin, Superintendent, Woodland Joint Unified School District

ABSENT
Cheryl Hildreth, Superintendent, Washington Unified School District

1.0 CALL TO ORDER
Superintendent Lewis called the meeting to order at 8:34 a.m.

2.0 CONSENT
2.1 Approval of November 7, 2022, Agenda
2.2 Approval of September 12, 2022, Meeting Minutes

Superintendent Goennier made a motion to approve the November 7, 2022, agenda and September 12, 2022, meeting minutes.
Superintendent Best seconded the motion.

Discussion: None
The motion carried.

Ayes: 5
Absent: 1 (Hildreth)
Noes: None

3.0 RECOGNITION OF VISITORS/STAFF
There were no visitors, and the staff was welcomed by the council.

4.0 Yolo SELPA Business

4.1 Approve Behavior Emergency Report (BER) Form
Assistant Superintendent McGrew is seeking approval for the Behavior Emergency
Report (BER) form. Assistant Superintendent McGrew went over the difference between the new and the old BER forms. The report is to be filled out if a student has been restrained. The updated form is much more descriptive, and it has a check list to assist people on filling out the form. Training will be organized if the form is approved. Assistant Superintendent McGrew proposes an edit, the removal of “and Non-Public Schools” in the first paragraph. It was discussed and explained that Non-Public schools are required to have state approved behavior training, but it does not have to be the same as what is used in the districts. Assistant Superintendent McGrew recommends that the communication memo regarding behavioral emergencies and interventions be shared with special education staff and general education staff.

Superintendent Best made a motion to approve the Behavior Emergency Report Form with the proposed edit. Superintendent Girimonte seconded the motion.

Discussion: None

The motion carried.

Ayes: 5
Absent: 1 (Hildreth)
Noes: None

4.2 Discuss California Department of Education Small LEA and IEP Implementation Monitoring
Assistant Superintendent McGrew shared that the California Department of Education (CDE) had implemented some new monitoring for small LEAs and IEP implementation monitoring as a result of a lawsuit that was filed against the state. CDE was found to be out of compliance with their last state performance plan. The small LEA monitoring is based on the contention that CDE was not capturing information about all students with disabilities. A small LEA is defined as serving 1 less than 100 students with disabilities. Charter Schools are LEAs and there are currently about 1,500 Charter Schools in California. The 1,500 Charters will be monitored in three phases. CDE is currently working directly with the LEA’s administrators. Yolo County has one charter school that will be involved in the monitoring in phase A during the 2022-23 school year. The policy and procedure review will be due December 5th; an educational benefit review will be due January 30th; and a compliance review will be due in the Spring. McGrew has communicated with the administration from the Science and Technology Academy and offered assistance.
The new IEP Implementation monitoring also came from the lawsuit a lot of and we are waiting for more guidance from CDE. What is known, as stated in the lawsuit, is that CDE is going to be looking at IEP Implementation Data by percentage. There are some concerns about how teachers will be collecting the data, but it is likely that attendance records will be used for this.

4.3 Discuss West Ed Report
Assistant Superintendent McGrew shared that there are SELPAs with one district and multiple districts and that Yolo County SELPA is a multi-district SELPA. A task force in 2015 put out a report that recommended policy and practice improvements for students with disabilities and questioned if the current funding model, with funds going through the SELPA should still be used. Senate Bill 74 required CDE to do a study to examine the governance and accountability structures in place for students with disabilities. They contracted with West Ed and one of the things that was recommended was to remove the section in Ed Code that requires a district to be part of a SELPA, but there is no current legislation to do this. If SELPAs are not required, there is a concern that there will be a lack of equity and access for students, especially in rural districts. The local control of funds is part of the rational for not having the need of SELPAs.

Superintendent Best added that because the report was done in Southern California where large districts already have their own SELPAs that medium and small districts need to be part of consortium if not in a SELPA.

4.4 Discuss Special Education Review/Inclusion
Assistant Superintendent McGrew went over the review process. Reviews are typically conducted by neutral consultant groups. Quantitative and qualitative data is collected and based on that they make recommendations. Part of the many reviews is the current inclusive practices for students with disabilities. Districts are in different places in terms of implementing inclusive practices. Inclusion promotes equity, it increases student outcomes in the areas of academics, social skills, communication, and self-advocacy, students who are included feel safe which is important for students to learn and is also the law.

Superintendent Best shared that Davis JUSD is looking at three big buckets. One is determining what inclusion means and how they are going to actualize it. Second is the need for training for general education staff to increase consistency and alignment in the general education instructional program. Finally, transparency on how things will be done by writing down all protocols and having trainings on those items. By December there should be a more holistic implementation plan.
Senate Bill 1113 was vetoed and will be reintroduced in some form. The bill included inclusive practices. In response to the veto, SELPA Administrators of California adopted Resolution Number 22/23/-01 for the importance of inclusive practices. Assistant Superintendent McGrew will generate inclusive questions, in preparation to host a “deep dive” regarding inclusion, to look at the spectrum of inclusion, and how do we make it work.

5.0 SELPA Director Report

5.1 State SELPA Fiscal and Legislative Report
Assistant Superintendent McGrew shared that Senate Bill 1113 was vetoed. The Governor’s reason for the veto was the concern of adding cost to future budgets as revenue is slowing down. He encouraged incorporating Universal Design for Learning (UDL) in the next update of administrators credentialing requirements. We should see another version of this bill in the next legislative cycle.

Senate Bill 1057 (Omnibus Trailer Bill) amends the Ed Code to remove the penalties for not following the Brown Act rule of needing to have the Community Advisory Committee (CAC) meeting in-person only. This will allow the CAC meetings to be hybrid (virtual and in-person). The meeting is still to follow all the other rules of a Brown Act meeting. This will allow more access for staff and parents.

Senate Bill 882 will have peace officers go through training to improve the interaction between people with intellectual and developmental disabilities and law enforcement.

Assembly Bill 1655 this bill recognized Juneteenth as a State Holiday. This is to commemorate the emancipation of slaves in Texas on June 19, 1865. Employees get time off with pay and schools are closed in observance of the holiday.

Assistant Superintendent McGrew will keep a look out for the Governor’s budget in January. Proposition 98 funding revenue is coming in lower than expected. We are not likely to be impacted heavily, but it is important to start planning for future years with less revenue.

SELPA administrators Association of California and the Coalition for Adequate funding for Special Education sent a letter to the Governor and the Superintendent of Public Instruction with recommendations for immediate action to remove barriers for the employment of special education staff.

6.0 Adjournment

Superintendent Lewis asked for a motion to adjourn. 9:14 a.m.
Superintendent Goennier made a motion to adjourn.  
Superintendent Best seconded the motion.  
Discussion: None  

The motion carried unanimously.  

Ayes: 5  
Absent: 1 (Hildreth)  
Noes: 0  

Superintendent Lewis adjourned the meeting at 9:14 a.m.  

DATE, TIME, AND PLACE OF NEXT SCHEDULED MEETING  
January 9, 2023, 8:30 AM  
Yolo County Office of Education  

Respectfully submitted by Andrea V Barajas, Administrative Assistant
DATE: 1/9/2023

ITEM: 4.1

TOPIC: Discuss Legal Training Series Professional Development

PURPOSE: Information

PRESENTER: Patrick McGrew

ATTACHMENTS: YES( ) NO(X)

FISCAL IMPACT: None

BACKGROUND: The SELPA offered a legal training series that was conducted by Jan Tomsky, Partner at F3 Law. The trainings were as follows:

<table>
<thead>
<tr>
<th>Title</th>
<th>Date</th>
<th>Time</th>
<th>Format</th>
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</thead>
<tbody>
<tr>
<td>The Role of the Administrator or Admin. Designee</td>
<td>10/20/2022</td>
<td>8:30-10:30</td>
<td>In-person</td>
</tr>
<tr>
<td>Special Education Foundations</td>
<td>10/24/2022</td>
<td>3:30-5:00</td>
<td>Virtual</td>
</tr>
<tr>
<td>Compliant IEPs</td>
<td>11/8/2022</td>
<td>3:30-5:00</td>
<td>Virtual</td>
</tr>
<tr>
<td>Eligibility – What does it mean to need Special Education?</td>
<td>11/15/2022</td>
<td>3:30-5:00</td>
<td>Virtual</td>
</tr>
<tr>
<td>Assessment Reports</td>
<td>1/26/2023</td>
<td>8:30-10:30</td>
<td>In-person</td>
</tr>
</tbody>
</table>
The legal professional development series addressed areas of special education that are fundamental to legal compliance and that will help districts conduct legally compliant and effective IEP meetings.

**DIRECTOR RECOMMENDATION:** N/A

**JOINT PAC/CBO REVIEW DATE AND RECOMMENDATION:** N/A
DATE: 1/9/2023

ITEM: 4.2

TOPIC: Discuss New Special Education Credentials

PURPOSE: Information

PRESENTER: Patrick McGrew

ATTACHMENTS: YES(X)   NO( )

FISCAL IMPACT: N/A

BACKGROUND:
The amendments and additions to Title 5 of the California Code of Regulations pertaining to the Education Specialist Teaching and Services Credentials have been approved by the Office of Administrative Law. The regulations have an effective date of July 1, 2022.

The Education Specialist Instruction Credential authorization structure has been updated to provide more flexibility in meeting the needs of students with disabilities while complying with federal guidelines relating to disability categories.

The seven Education Specialist Instruction Credential areas that previously existed have been reorganized into five areas, eliminating the separate credentials for Language and Academic Development (LAD) and Physical and Health Impairments (PHI) while building preparation for these areas into the remaining five credential authorizations. The five new authorization areas include:

- Mild to Moderate Support Needs (MMSN)
- Extensive Support Needs (ESN)
• Deaf and Hard-of-Hearing (DHH)
• Visual Impairments (VI)
• Early Childhood Special Education (ECSE)

The most significant changes are reflected in the preparation for the new Mild to Moderate Support Needs (MMSN) credential, which replaces the Mild/Moderate Disabilities credential, and the new Extensive Support Needs (ESN) credential, which replaces the Moderate/Severe Disabilities credential. These changes reflect a broader scope of preparation for candidates.

• The MMSN and the ESN credentials share a common base of preparation in the universal teaching performance expectations (TPEs) and in disability categories except for deafblind which is only covered in the ESN credential.
• The preparation for autism spectrum disorders (ASD) and English learner (EL) authorization remain embedded within the preparation programs.
• The MMSN and ESN credentials include enhanced language acquisition and development, and knowledge, skills, and abilities in the areas of orthopedic impairment and traumatic brain injury, that prepare candidates to support students’ individual learning needs across the authorized disability categories.

Bridge Added Authorizations

• The regulations also include specifications for bridge added authorizations which will be available to existing Education Specialist Mild/Moderate Disabilities, Moderate/Severe Disabilities, or Early Childhood Special Education (or their equivalent authorizations) credential holders who may want to earn the equivalent authorization to the new credential.

The requirements for an Education Specialist Bridge Authorization: Mild to Moderate Support Needs, Extensive Support Needs, or Early Childhood Special Education include the following:

• Possession of the appropriate prerequisite authorization aligned with the appropriate bridge authorization.
• Completion of the additional content identified in the newly adopted Teaching Performance Expectations that represent the content not covered during the initial preparation.
• Additional content may be verified or completed by one of the following options
  o Completion of coursework
  o Completion of professional development
  o Confirmation of prior knowledge and experience via observational data, a portfolio submission, video demonstration, a performance assessment, or another means to show demonstrated competence approved by the employing Local Education Agency (LEA).
Applications for the Bridge Authorization must be submitted directly by the educator, as these authorizations are not available through CTC Online and cannot be submitted as recommendations. To apply for the Bridge Authorization, candidates must submit the following:
  o Application form 41-4.
  o Processing Fee
  o Verification the applicant has completed the additional content specific to their credential.

The Bridge Authorization will remain valid as long as the prerequisite credential remains valid.

An Early Childhood Special Education (ECSE) added authorization is also available which allows the holder to serve in ages birth through kindergarten.

DIRECTOR RECOMMENDATION: N/A

JOINT PAC/CBO REVIEW DATE AND RECOMMENDATION: N/A
CODED CORRESPONDENCE

DATE: June 30, 2022

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: Implementation of the New Preliminary Education Specialist Credentials

Summary
The amendments and additions to Title 5 of the California Code of Regulations pertaining to the Education Specialist Teaching and Services Credentials have been approved by the Office of Administrative Law. This correspondence specifically addresses the changes to the Education Specialist Teaching Credential Requirements. The regulations have an effective date of July 1, 2022.

Separate correspondences (Credential Information Alerts) regarding the regulations concerning the Education Specialist Teaching Credential authorization and assignment options, out-of-state and out-of-country prepared applicants, and the bridge added authorizations, as well as information related to recommending candidates for these credentials were also released to provide additional details. Links to these correspondences may be found in the References section on the last page of this Coded Correspondence.

Key Provisions
The special education regulations reduced the number of preliminary education specialist credentials offered from seven to the following five:

- Mild to Moderate Support Needs (MMSN)
- Extensive Support Needs (ESN)
- Deaf and Hard-of-Hearing (DHH)
The most significant changes are reflected in the preparation for the new Mild to Moderate Support Needs credential, which replaces the Mild/Moderate Disabilities credential, and the new Extensive Support Needs credential, which replaces the Moderate/Severe Disabilities credential. These changes, summarized below, reflect a broader scope of preparation for candidates.

1. The MMSN and the ESN credential share a common base of preparation in the universal teaching performance expectations (TPEs) and in disability categories with the exception of deafblind which is only covered in the ESN credential.
2. Transitional Kindergarten (TK) and Kindergarten (K) for students with disabilities and orthopedic impairment is now included in the new authorization of the Education Specialist: Early Childhood Special Education (ECSE) credential.
3. Authorization statements for the DHH and VI credentials remain the same. The Teaching Performance Expectations (TPE) and Program Standards for these candidates and programs were updated to reflect current theory and practice.
4. The preparation for Autism Spectrum Disorders (ASD) and English learner (EL) authorization remain embedded within the preparation programs.
5. MMSN and ESN credentials include enhanced language acquisition and development, and knowledge, skills, and abilities in the areas of orthopedic impairment and traumatic brain injury, that prepare candidates to support students’ individual learning needs across the authorized disability categories.
6. All (MMSN and ESN) candidates must take and pass a Commission-approved performance assessment prior to being recommended for a preliminary credential.
7. All (DHH, VI and ECSE) candidates newly enrolled after July 1, 2023, will be required to complete a Commission approved performance assessment prior to being recommended for a preliminary credential.

Along with the changes to the credential structure, the adoption of the regulations signals the implementation of the 2018 Education Specialist Program Standards and Teaching Performance Expectations (TPE) which outline the requirements for preparation for approved educator preparation programs and candidates within those programs. These standards and TPE include requirements around clinical practice hours and the requirement of passing a Commission-approved teaching performance assessment.

**Bridge Added Authorizations**

The regulations also include specifications for bridge added authorizations which will be available to existing Education Specialist Mild/Moderate Disabilities, Moderate/Severe Disabilities, or Early Childhood Special Education (or their equivalent authorizations) credential holders who may want to earn the equivalent authorization to the new credential. Details related to the requirements for earning the bridge added authorizations can be found in Credential Information Alert 22-07. Interested individuals will have multiple options to complete the additional content identified in the new teaching performance expectations (TPE)
that represent the content not covered during their initial preparation. *No existing Education Specialist credential holder is required to earn the bridge added authorization unless they wish to expand the scope of their existing special education credential.* In addition, the pathways to the bridge added authorizations, including coursework and professional development, will not be part of an approved program sponsor’s accreditation activities.

*Educators Prepared Outside of California*

The regulations also updated the requirements for educators who were prepared in another state or country to teach in a special education setting. The changes, outlined in Credential Information Alert 22-09, will align these educators with California prepared educators by resulting in the issuance of a Preliminary Education Specialist Credential instead of a Level I credential. Additionally, the requirement that educators who hold a generic or non-disability specific special education credential that was earned outside of California must complete additional content was removed from the requirements. As such, these credentials may now be considered comparable to the California MMSN, ESN, or ECSE credentials.

*Language Academic Development and Physical Health Impairment Programs and Candidates*

With the addition of enhanced language acquisition and development and the knowledge, skills and abilities in the areas of orthopedic impairment and traumatic brain injury in the new MMSN and ESN credentials, the Language and Academic Development (LAD) and Physical Health Impairment (PHI) authorizations are being phased out. Any individual who holds an Education Specialist credential with a LAD or PHI authorization will continue to hold a valid credential for as long as the credential is renewed. After July 1, 2022, all Commission-approved educator preparation programs offering the LAD or PHI credential must teach out their candidates and no new candidates may enroll in these programs. The Commission will no longer issue the LAD or PHI credentials after July 1, 2026. All Commission approved programs offering the LAD and/or PHI Preliminary credentials are required to notify any candidate currently enrolled or previously enrolled but who has not yet completed the program of the established sunset date.

*Sunset Date to issue Preliminary Education Specialist Credentials under the 2008 Program Standards*

Effective July 1, 2026, Commission approved educator preparation programs will no longer be able to recommend candidates for a Preliminary Mild to Moderate Disabilities, Preliminary Moderate to Severe Disabilities, or an Early Childhood Special Education credential as aligned to the 2008 Education Specialist Program Standards. This sunset date was established to allow candidates newly enrolled in integrated teacher preparation programs, intern preparation programs, and candidates who may have an interruption in their preparation program to complete the program they started. All approved educator preparation programs should notify candidates currently enrolled and those who have yet to complete the Preliminary Mild to Moderate Disabilities or the Moderate/Severe Disabilities program of the impending sunset date.
Important Dates
New Education Specialist program standards and TPEs take effect July 1, 2022, as per regulations.

Approved educator preparation programs will no longer be able to recommend candidates for the Preliminary Education Specialist Mild/Moderate Disabilities, Moderate/Severe Disabilities, Physical Health Impairments, and Language and Academic Development credentials after September 1, 2026.

Background
In 2018, the Commission approved a new Education Specialist credential structure reducing the number of preliminary credentials from seven to five. Teaching Performance Expectations (TPE) for each of the five preliminary Education Specialist credential areas (Mild to Moderate Support Needs, Extensive Support Needs, Early Childhood Special Education, Deaf and Hard of Hearing, and Visual Impairments) have also been adopted. The new Education Specialist program standards focus on what programs must offer to candidates including clearly defined expectations for clinical practice, while the TPE define the knowledge and skills each candidate must have prior to recommendation for the preliminary teaching credential. In an effort to provide existing credential holders with the opportunity to obtain the new authorization, a bridge authorization was developed.

Sources
Education Code sections: 44225, 44225(b), 44225(d), 44225(e), 44225(g), 44225(l), 44227(a), 44227(b), 44227.7, 44251, 44252, 44252(b), 44252.1, 44253.2(a), 44253.2(b), 44253.2(c), 44253.2(d), 44253.3, 44256(c), 44259, 44259.5, 44259.7, 44265, 44265.3, 44265.5, 44268, 44274.2, 44275.4, 44280, 44281, 44283, 44310, 44325, 44326, 44335, 44339, 44340, 44341, 44343, 44373, 44373(c), 44452, 44453, 44454, 44455, 44461, 44465, 56031, 56360, 56361, 56365, and 56366

References
Agenda Item 2B – Pathways for Current Education Specialist Credential Holders Interested in Earning the New Education Specialist Credential

Education Specialist Program Standards and TPE (2018)
Summary of New Preliminary Education Specialist Credentials
Credential Information Alert 22-06: Expanded Education Specialist Authorization Instruction Credential Assignments
Credential Information Alert 22-07: Special Education Bridge Authorization
Credential Information Alert 22-08: Education Specialist Recommendation Via CTC Online
Credential Information Alert 22-09: Special Education Requirement Update for Out of State and Out of Country Applicants
Contact Information

credentials@ctc.ca.gov for questions related to education specialist credentials

specialeducation@ctc.ca.gov for questions related to educator preparation programs
CREDENTIAL INFORMATION ALERT

DATE:       NUMBER:
June 30, 2022  22-07

SUBJECT: SPECIAL EDUCATION BRIDGE AUTHORIZATIONS

Summary:
At the April 2022 Commission meeting, the Commission approved a regulatory package regarding changes to the Education Specialist Credential. The Office of Administrative Law (OAL) approved the package and several updates to the Education Specialist Credential will go into effect on July 1, 2022. This CIA covers the new bridge authorizations that will allow individual credential holders to earn the full breadth of the new authorizations while holding previously issued Education Specialist authorizations.

Key Provisions:
An individual who possesses a full Preliminary or Clear Mild/Moderate, Moderate/Severe, or Early Childhood Education Specialist Credential that includes autism preparation, or their equivalent, may apply for an Education Specialist Bridge Authorization. The Bridge Authorization is an added authorization that is an option for special education credential holders whose credential was issued prior to the new standards and is intended to result in these credential holders having authorizations that are equivalent in scope to the new Early Childhood Special Education (authorization code ECES), Mild to Moderate Support Needs (authorization code MMSN), and Extensive Support Needs (authorization code ESN) authorizations. Educators who hold a credential authorizing special education instruction that was issued under older standards and does not include the autism preparation must also hold the added authorization in autism spectrum disorders to be considered equivalent.

The requirements for an Education Specialist Bridge Authorization: Mild to Moderate Support Needs, Extensive Support Needs, or Early Childhood Special Education include the following:

1. Possession of the appropriate prerequisite authorization aligned with the appropriate bridge authorization.
a. For MMSN, must hold an Education Specialist credential authorized in Mild/Moderate Disabilities or its equivalent.
b. For ESN, must hold an Education Specialist credential authorized in Moderate/Severe Disabilities or its equivalent.
c. For ECSE, must hold an Education Specialist credential authorized in Early Childhood Special Education or its equivalent.

2. Completion of the additional content identified in the newly adopted Teaching Performance Expectations (see Appendix B) that represent the content not covered during the initial preparation. Additional content may be verified or completed by one of the following options (see Appendix A):
   a. Completion of coursework
      i. Verified through a Commission-approved Preliminary Education Specialist Program Sponsor.
      ii. The program should provide the candidate with a completed form CL-XXX or a letter on letterhead, signed by the Authorized Submitter or Authorized Designee, confirming that the individual has completed the content to qualify for the Bridge Authorization in the appropriate area.
   b. Completion of professional development
      i. Verified by an approved Preliminary Education Specialist Preparation Program, a Local Education Agency (LEA), a Special Education Local Planning Area (SELPA), or state educational agencies that develop and adopt professional development aligned to the required content.
      ii. The LEA, SELPA, or state educational agency should provide the candidate with a completed form CL-904 or a letter on letterhead confirming that the individual has completed the content to qualify for the Bridge Authorization in the appropriate area should be provided to the educator. The verification should be signed by an Authorized Submitter, the SELPA director, or the head of human resources as appropriate for the office providing the professional development.
   c. Confirmation of prior knowledge and experience via observational data, a portfolio submission, video demonstration, a performance assessment, or another means to show demonstrated competence approved by the employing Local Education Agency.
      i. Verified by the credential holder’s employing Local Education Agency.
      ii. The LEA should provide the candidate with a completed form CL-904 or a letter on letterhead confirming that the individual has completed the content to qualify for the Bridge Authorization in the appropriate area. The verification should be signed by an Authorized Submitter, Authorized Designee, or the head of human resources as appropriate for the office providing the professional development.
Note: Coursework and professional development for the Bridge Authorization will not be part of an approved program sponsor’s accreditation activities. It is the responsibility of the verifying agency to ensure alignment with the additional content from the newly adopted Teaching Performance Expectations.

Applications for the Bridge Authorization must be submitted directly by the educator, as these authorizations are not available through CTC Online and cannot be submitted as recommendations. To apply for the Bridge Authorization, submit the following:

1. Application form 41-4.
2. Processing Fee
3. Verification the applicant has completed the additional content specific to their credential.

Bridge authorizations will only be available as paper submissions. To facilitate the submission of these applications the Commission has release form CL-904 which can be used to verify completion of the requirements listed above. The form is available to all, but it is not required. A preparation program, LEA, or other agency authorized to confirm the requirements for the bridge authorization were met may submit confirmation on letterhead signed by an authorized individual in lieu of the form.

The Bridge Authorization will remain valid as long as the prerequisite credential remains valid.

To assist in determining if an individual has met the additional content required for the Bridge Authorization(s) two appendices are included below. Appendix B outlines the specific content in the new TPEs that would not have been covered in a credential holders’ initial preparation. Appendix C is a sample worksheet provided as a guide to how a local verifying agency could evaluate for the requirements. Links to the fillable versions of that worksheet can be found in the References section.

Important Dates:
The Bridge Authorization requirements will be effective July 1, 2022.

Sources:
Title 5 California Code of Regulations § 80048.6
Title 5 California Code of Regulations §80048.10

References:
CIA 21-06 – Education Specialist – Assignments
https://www.ctc.ca.gov/docs/default-source/credentials/alerts/2022/cia-22-06.pdf

CIA 21-08 – Education Specialist – Online Submissions
https://www.ctc.ca.gov/docs/default-source/credentials/alerts/2022/cia-22-08.pdf
CIA 21-09 – Education Specialist – OOS and OOC

CL-905 – ECSE Verification Worksheet
https://www.ctc.ca.gov/docs/default-source/cig-leaflets/cl905.pdf

CL-906 – ESN Verification Worksheet
https://www.ctc.ca.gov/docs/default-source/cig-leaflets/cl906.pdf

CL-907 – MMSN Verification Worksheet
https://www.ctc.ca.gov/docs/default-source/cig-leaflets/cl907.pdf

Contact Information:
Questions concerning adding or modifying access to CTC Online should be directed to ctconline@ctc.ca.gov.

Credential questions can be directed to the Commission’s Information Services Unit at credentials@ctc.ca.gov.
Appendix A

Verifying additional preparation aligned with updated Teacher Performance Expectations

Any one of these three routes, or a combination of these routes, could be used to verify that existing Education Specialists have mastered the additional/modified preparation content, as reflected in the applicable updated TPEs.

<table>
<thead>
<tr>
<th>Pathways/Verifying Agencies</th>
<th>Coursework</th>
<th>Professional Development</th>
<th>Demonstrated Competence</th>
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<tr>
<td>Approved Preliminary Education Specialist Teacher Preparation Programs (IHEs)</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Approved Preliminary Education Specialist Teacher Preparation Programs (LEAs)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Local Education Agencies (without an approved program)</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Statewide Agencies</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
Appendix B

Additional content identified in the newly adopted Teaching Performance Expectations that represents the content not covered during the teacher's initial preparation.

**Mild to Moderate Support Needs (7 TPE elements):**

**MM 2.2** Demonstrate the ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community. Organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations.

**MM 2.3** Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability but have difficulty accessing their education due to physical limitations.

**MM 2.11** Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.

**MM 3.3** Demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.

**MM 4.5** Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues.

**MM 5.2** Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.

**MM 6.6** Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as
on their family members, requiring the provision of appropriate supports and services to address these issues.

**Extensive Support Needs (7 TPE Elements):**

EX 2.6 Demonstrate the ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community. Organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations.

EX 2.7 Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability but have difficulty accessing their education due to physical limitations.

EX 2.14 Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.

EX 3.5 Demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.

EX 4.6 Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues.

EX 5.3 Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.

EX 6.7 Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.
**Early Childhood Special Education** (8 TPE Elements):

2.5 Identify, acquire, and implement assistive technology for individual children and Universal Design for Learning (UDL) for all children, including those with low-incidence disabilities, physical/orthopedic, and other health impaired, to promote access, learning, and participation across learning environments, including using augmentative and alternative strategies and interventions for the development of communication and social skills.


4.2 Apply knowledge of the Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations, California Preschool Curriculum Frameworks, and state-adopted student standards for Kindergarten, as well as principles of Universal Design for Learning (UDL), to effectively plan and design learning experiences for all children that incorporate recommended, evidence-based practices.

4.3 Apply knowledge of early development (birth through Kindergarten) when identifying and selecting developmentally appropriate strategies, culturally and linguistically relevant and appropriate materials, and designing effective sequencing interventions to engage children in learning across developmental and curricular domains.

4.6 Gather and use evaluation and assessment data on an ongoing basis to inform learning experiences for young children with disabilities, including children with low incidence, physical/orthopedic disabilities, and other health impaired, and young children who are dual language learners.

6.4 Develop and implement effective transitional plans to support the ongoing learning and development of children entering different learning settings (e.g., home-based services to preschool, preschool to kindergarten).

6.6 Demonstrate knowledge of professional standards and all applicable laws and regulations governing service provision for children with disabilities from birth to kindergarten and their families.

6.8 Facilitate effective collaborative transitions between the stages of schooling and educational settings (e.g., infant/toddler to preschool, preschool to kindergarten, kindergarten to elementary).
Appendix C

Sample Verification Form for the
Mild to Moderate Support Needs Teaching Performance Expectations

An individual may meet the requirements for a Bridge Authorization by one or more of the pathways authorized in the regulation. The below sample is intended to show one method in which an authorized body could organize the evaluation of the TPEs to qualify an individual. This form and any other documentation used to verify meeting the requirements for the Bridge Authorization does not have to be submitted to the Commission when the candidate applies for the authorization but should remain on record with the verifying entity. Links to fillable versions of these forms can be found in the References section.

<table>
<thead>
<tr>
<th>Teaching Performance Expectation</th>
<th>Coursework¹</th>
<th>Professional Development²</th>
<th>Demonstration of Competence³</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 Demonstrate the ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community. Organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations.</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>2.3 Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability but have difficulty accessing their education due to physical limitations.</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>2.11 Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>3.3 Demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Teaching Performance Expectation</td>
<td>Coursework¹</td>
<td>Professional Development²</td>
<td>Demonstration of Competence³</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------</td>
<td>---------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>4.5 Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5.2 Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>6.6 Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¹ **Coursework**: Transcript

² **Professional Development**: Certificate of Completion or official verification of completion on letterhead

³ **Demonstration of Competence**: Through formal observation, video of practice with reflection, or compilation of portfolio of evidence of practice.
Credential Information Alert

DATE: June 30, 2022
NUMBER: 22-06

SUBJECT: Expanded Education Specialist Instruction Credential Authorization Assignments

Summary:
This Credential Information Alert (CIA) provides information related to the authorizations and assignments for the updated Education Specialist Instruction Credentials. The additions and amendments to Title 5 CCR related to the Education Specialist Instruction Credentials were approved by the Office of Administrative Law and are effective as of July 1st, 2022. These provisions create a new Education Specialist Instruction Credential authorizations which focus on student support needs and allow holders to serve broadly across multiple Federal disability areas. Additionally, these regulations create bridge documents for educators that hold previously issued Education Specialist Instruction authorizations and wish to earn the equivalent authorization under the new Education Specialist standards.

Key Provisions:
The Education Specialist Instruction Credential authorization structure has been updated to provide more flexibility in meeting the needs of students with disabilities while complying with federal guidelines relating to disability categories. The seven Education Specialist Instruction Credential areas that previously existed have been reorganized into five areas, eliminating the separate credentials for Language and Academic Development (LAD) and Physical and Health Impairments (PHI) while building preparation for these areas into the remaining five credential authorizations. The five new authorization areas include:

<table>
<thead>
<tr>
<th>AUTHORIZATION TITLE</th>
<th>DOCUMENT CODE</th>
<th>AUTHORIZATION CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mild To Moderate Support Needs</td>
<td>TC3S</td>
<td>R3MN</td>
</tr>
<tr>
<td>Extensive Support Needs</td>
<td>TC3S</td>
<td>R3EN</td>
</tr>
<tr>
<td>Deaf And Hard Of Hearing</td>
<td>TC3S</td>
<td>R3HD</td>
</tr>
<tr>
<td>Early Childhood Special Education</td>
<td>TC3S</td>
<td>R3ER</td>
</tr>
</tbody>
</table>
In addition to these full authorizations, an Early Childhood Special Education (ECSE) added authorization is also available which allows the holder to serve in ages birth through kindergarten. This is an expansion of the previous ECSE authorization, which was limited to ages birth through pre-kindergarten. This expansion of the ECSE authorization's scope should help address the anticipated increase in transitional kindergarten classrooms for special education students that will result from the Universal TK mandate.

Visual Impairments | TC3S | R3VB

The authorization statements for each of these new authorizations can be found in Appendix A.

Assigning Educators
The new Mild to Moderate Support Needs (MMSN) and Extensive Support Needs (ESN) authorizations allow service to students based on their support needs. Unlike previously issued authorizations, they are not solely focused on student disability areas. However, the services authorized by these documents are still tied to specific disability areas. Educators with either of these authorizations can serve students across the majority of disability areas, including: autism, emotional disturbance, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, and traumatic brain injury. Additionally, educators who hold an ESN authorization are able to serve students with a deafblind disability area – note that they cannot serve students with only hearing or visual impairments. They may do so provided that they are also authorized to meet the student support needs identified through the IEP (Individualized Education Program) process. The definitions for the two levels of support needs are:

**Mild to Moderate Support Needs** includes providing specially designed instruction to access grade level California Content Standards in the Least Restrictive Environment. The education specialist provides instruction and supports in one or more of the following domains: academics, communication, gross/fine motor, social-emotional, behavioral, vocational, and learning environment access skills. The supports may also include health, movement, and sensory support. Mild to Moderate Support Needs practices may include lower student to educator ratio.

**Extensive Support Needs** include providing specially designed instruction to access grade level California Content Standards in the Least Restrictive Environment. The education specialist provides intensive instruction and supports in two or more of the following domains: academics, communication, gross/fine motor, social-emotional, behavioral, vocational and adaptive/daily living skills. The supports also often include health, movement, and sensory support. Extensive Support Needs practices include lower student to educator ratio.
The remaining authorizations of Deaf and Hard of Hearing, Early Childhood Special Education, and Visual Impairments continue to authorize service based on student disability. A breakdown of the grade levels, support needs, and disability areas each of the above authorizations are able to serve can be found in the chart provided in Appendix B.

**Bridge Documents**
The Commission created bridge authorizations as a way for existing Education Specialist credential holders to obtain the new authorization without having to complete an entire preparation program. Of these five new credentials, only three will have modified/expanded authorizations. Therefore, existing Education Specialist teaching credential holders could complete additional coursework, professional development and/or demonstrated competence if they are interested in obtaining the new authorization. Earning a bridge authorization is at the sole discretion of the teacher. These three credential areas are below. The Visual Impairment and Deaf and Hard of Hearing credential authorizations will remain the same, therefore no bridge process will be necessary. Note that educators are not eligible for bridge authorizations if they have not been issued the previous iterations of the authorization. For example, they cannot earn an Extensive Support Needs bridge authorization (R3BE) if they had not already earned a Moderate/Severe authorization (R3MS).

<table>
<thead>
<tr>
<th>AUTHORIZATION TITLE</th>
<th>DOCUMENT CODE</th>
<th>AUTHORIZATION CODE</th>
<th>REQUIRED TO HOLD PRE-ISSUANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Specialist Bridge – Mild To Moderate Support Needs</td>
<td>TC3S</td>
<td>R3BM</td>
<td>Mild/Moderate (R3MM)</td>
</tr>
<tr>
<td>Education Specialist Bridge – Extensive Support Needs</td>
<td>TC3S</td>
<td>R3BE</td>
<td>Moderate/Severe (R3MS)</td>
</tr>
<tr>
<td>Education Specialist Bridge – Early Childhood</td>
<td>TC3S</td>
<td>R3BC</td>
<td>Early Childhood Special Education (R3EC)</td>
</tr>
</tbody>
</table>

These authorizations allow the holder to perform all services authorized by the Education Specialist Instruction Credential that are not otherwise authorized by their existing authorization. For Mild/Moderate and Moderate/Severe authorization holders, this bridge authorization expands the disability areas the educator can serve in in addition to allowing them the ability to be placed in classrooms organized by student support needs. For Early Childhood Special Education authorization holders, the bridge authorization expands the grade limits of the document. The existing authorization for ECSE credentials allows the holder to teach special education students age birth through pre-kindergarten. The expanded R3CH authorization allows for instruction through kindergarten programs.

Note that educators that earn the bridge documents are not restricted to serving by support needs in disability areas their previously held credential already authorized, as those authorizations allowed for service across need.
credential authorization assignments

✓ = Authorizes Service; ✗ = Does not Authorize Service

<table>
<thead>
<tr>
<th>Credential Authorization</th>
<th>Specific Learning Disability</th>
<th>Emotional Disturbance</th>
<th>Multiple Disabilities</th>
<th>Autism</th>
<th>Deafness or Hearing Impairment</th>
<th>Deaf-Blindness</th>
<th>Visual Impairment Including Blindness</th>
<th>Orthopedic Impairment</th>
<th>Other Health Impairment</th>
<th>Traumatic Brain Injury</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mild/Moderate Disabilities (TK-22)</td>
<td>✓</td>
<td>✓</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✓</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>Moderate/Severe Disabilities (TK-22)</td>
<td>✗</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✓</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>Mild To Moderate Support Needs (TK-22)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✓</td>
<td>✗</td>
<td>✓</td>
</tr>
<tr>
<td>Extensive Support Needs (TK-22)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✗</td>
<td>✓</td>
<td>✗</td>
<td>✓</td>
<td>✗</td>
<td>✓</td>
</tr>
</tbody>
</table>

Existing Education Specialist Credential Authorization holders would only need to verify that they have met the new Teaching Performance Expectation (TPE) content to apply for the expanded authorizations. These educators would only need to verify that they have met the new Teaching Performance Expectation (TPE) content not covered during the credential holder’s initial preparation period to apply for the expanded ECSE authorization. Completion of this content can be verified through the following:

- completion of coursework;
- professional development; or
- demonstrated competence and experience.

This option will be available as of July 1, 2022. Current Education Specialist Instruction Credential holders who wish to upgrade to the new authorization may begin the process of meeting the new TPE areas now so that they can upgrade after July 1st. Details on which TPEs would need to be met can be found in CIA 21-07.

When applying for a bridge document, applicants are required to submit a paper application, standard processing fee, and verification that the applicant has completed the additional content identified by the Teaching Performance Expectations specific to their credential. This may be submitted directly by the applicant or through the verifying entity. If submitted by the applicant, the verification must be an original document signed by a representative of the verifying entity. Bridge authorizations shall remain valid as long as the appropriate prerequisite credential remains in force.
Credential Information Alert 22-06: Expanded Education Specialist Instruction Credential Authorization Assignments

**Transitional Kindergarten**
The previously issued Early Childhood Special Education credential authorization (authorization code: ECSE) holders are not authorized to teach Transitional Kindergarten (TK), as it is defined by CDE as the first year of a two-year kindergarten program. This ECSE authorization allows the holder to teach students with disabilities age birth through pre-kindergarten. With the movement of four-year-olds into the TK space, the expanded authorization allows educators who earn the new Early Childhood Special Education credential authorization (authorization code: R3CH) under these new program standards to teach students with disabilities in both TK and Kindergarten assignments.

Existing ECSE teachers can upgrade to the new ECSE authorization that allows teaching TK and Kindergarten at their sole discretion using the process outlined in the Bridge Documents section above.

**Assignment Monitoring Through the California Statewide Assignment Accountability System (CalSAAS)**
The Commission is working with the California Department of Education to capture student support needs in California Longitudinal Pupil Achievement Database (CALPADS) reporting. This will allow us to monitor educators holding these expanded authorizations against their students’ disability areas and support needs in future CalSAAS monitoring.

**Important Dates:**
Effective Date: July 1st, 2022

**Resources:**

Updated Special Education Chart: [https://www.ctc.ca.gov/docs/default-source/credentials/assignment-resources/sped-chart-2022_corrected.pdf?sfvrsn=b59027b1_9](https://www.ctc.ca.gov/docs/default-source/credentials/assignment-resources/sped-chart-2022_corrected.pdf?sfvrsn=b59027b1_9)

Authorization Sort Table: [https://www.ctc.ca.gov/credentials/assignment-resources/authorization-sort-table](https://www.ctc.ca.gov/credentials/assignment-resources/authorization-sort-table)

CIA 21-06 – Education Specialist – Assignments
[https://www.ctc.ca.gov/docs/default-source/credentials/alerts/2022/cia-22-06.pdf](https://www.ctc.ca.gov/docs/default-source/credentials/alerts/2022/cia-22-06.pdf)

CIA 21-07 – Education Specialist – Bridge Authorizations

CIA 21-08 – Education Specialist – Online Submissions
[https://www.ctc.ca.gov/docs/default-source/credentials/alerts/2022/cia-22-08.pdf](https://www.ctc.ca.gov/docs/default-source/credentials/alerts/2022/cia-22-08.pdf)

CIA 21-09 – Education Specialist – OOS and OOC
Contact Information:
Credential questions can be directed to the Commission’s Information Services Unit at credentials@ctc.ca.gov.

Assignment related questions must be directed to the entity that serves as the monitoring authority for the Local Education Agency (LEA). County Offices of Education may contact the Commission’s Assignment Unit directly with assignment-related questions regarding certificated staffing through the dedicated COE email address. County personnel who do not have access to the dedicated email address may request it by sending their full name, position, and county office of employment to credentials@ctc.ca.gov.
## Appendix A: Expanded Special Education Authorization Descriptions

<table>
<thead>
<tr>
<th>Previous Authorization</th>
<th>Expanded Authorization</th>
<th>New Authorization Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mild/Moderate (R3MM)</td>
<td>Mild to Moderate Support Needs (R3MN)</td>
<td>This authorizes the holder to conduct Educational Assessments related to students’ access to the academic curriculum and progress towards meeting instructional goals, provide instruction, and Special Education Support to students with mild to moderate support needs related to one or more of the following disabilities: autism, emotional disturbance, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, and traumatic brain injury; in kindergarten, including transitional kindergarten, grades 1-12 through age 22, and classes organized primarily for adults in services across the continuum of program options available.</td>
</tr>
<tr>
<td>Moderate/Severe (R3MS)</td>
<td>Extensive Support Needs (R3EN)</td>
<td>This authorizes the holder to conduct Educational Assessments related to students’ access to the academic curriculum and progress towards meeting instructional goals, provide instruction, and Special Education Support to students with extensive support needs related to one or more of the following disabilities: autism, deafblind, emotional disturbance, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, and traumatic brain injury; in kindergarten, including transitional kindergarten, grades 1-12 through age 22, and classes organized primarily for adults in services across the continuum of program options available.</td>
</tr>
<tr>
<td>Early Childhood (R3EC)</td>
<td>Early Childhood (R3ER)</td>
<td>This authorizes the holder to conduct Educational Assessments related to students’ access to the academic curriculum and progress towards meeting instructional academic goals; and provide instruction and Special Education Support to students from birth through kindergarten who are eligible for early intervention special education and related services related to one or more of the following disabilities: autism, emotional disturbance, intellectual disability, orthopedic impairment, other health impairment, specific learning disability, traumatic brain injury, and multiple disabilities including developmental delay and a disabling medical condition in services across the continuum of program options available.</td>
</tr>
<tr>
<td>Credential</td>
<td>Expanded</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>----------</td>
<td>-------------</td>
</tr>
<tr>
<td>Early Childhood AA (ECSE)</td>
<td>Early Childhood AA (SEEC)</td>
<td>This authorizes the holder to conduct Educational Assessments related to students’ access to the academic curriculum and progress towards meeting instructional academic goals; and provide instruction and Special Education Support to students from birth through kindergarten who are eligible for early intervention special education and related services related to one or more of the following disabilities: autism, emotional disturbance, intellectual disability, orthopedic impairment, other health impairment, specific learning disability, traumatic brain injury, and multiple disabilities including developmental delay and a disabling medical condition in services across the continuum of program options available.</td>
</tr>
<tr>
<td>Deaf and Hard of Hearing (R3DH)</td>
<td>Deaf and Hard of Hearing (R3HD)</td>
<td>This authorizes the holder to conduct Educational Assessments related to students' access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a disability of deaf or hard-of-hearing or deafblind, including autism, and services to students with a hearing loss that manifests itself in conjunction with additional disabilities including unilateral or bilateral, whether fluctuating, conductive, sensorineural, and/or auditory neuropathy, to students from birth through age 22, and classes organized primarily for adults in services across the continuum of program options available.</td>
</tr>
<tr>
<td>Visual Impairments (R3VI)</td>
<td>Visual Impairments (R3VB)</td>
<td>This authorizes the holder to conduct Educational Assessments related to student’s access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a disability of visual impairment including blind or deafblind, including autism, to students from birth through age 22, and classes organized primarily for adults in services across the continuum of program options available.</td>
</tr>
<tr>
<td>N/A</td>
<td>Education Specialist Bridge – Mild to Moderate Support Needs (R3BM)</td>
<td>This authorizes the holder to perform all services authorized by the Education Specialist Instruction Credential: Mild to Moderate Support Needs that are not otherwise authorized by their existing Mild/Moderate Disabilities Education Specialist Credential.</td>
</tr>
<tr>
<td>N/A</td>
<td>Education Specialist Bridge – Extensive</td>
<td>This authorizes the holder to perform all services authorized by the Education Specialist Instruction Credential: Extensive Support Needs that are not otherwise authorized by their</td>
</tr>
<tr>
<td>Support Needs (R3BE)</td>
<td>existing Moderate/Severe Disabilities Education Specialist Credential.</td>
<td></td>
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<tr>
<td>----------------------</td>
<td>---------------------------------------------------------------------</td>
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</tr>
<tr>
<td>N/A</td>
<td>Education Specialist Bridge – Early Childhood (R3BC)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>This authorizes the holder to perform all services authorized by the Education Specialist Instruction Credential: Early Childhood Special Education that are not otherwise authorized by their existing Early Childhood Special Education Credential, including the authorization to provide instruction in transitional kindergarten and kindergarten classes for students with disabilities.</td>
<td></td>
</tr>
</tbody>
</table>
## Appendix B: Expanded Education Specialist Instruction Assignment Chart

* ✓ = Authorizes Service for disability Category; ✗ = Does not Authorize Service in identified disability area

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mild To Moderate Support Needs</td>
<td>R3MN</td>
<td>TK-12 (up to age 22), and Adult Ed.</td>
<td>Mild to Moderate Only</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
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<td>Extensive Support Needs</td>
<td>R3EN</td>
<td>TK-12 (up to age 22) and Adult Ed.</td>
<td>Extensive Only</td>
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<td>Education Specialist Bridge – Mild to Moderate Support Needs</td>
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1. May serve as a resource specialist within the grade levels authorized on the document
2. May teach VI or DHH students that also have autism, but cannot serve students with the autism disability area alone
DATE: 1/9/2023

ITEM: 4.3

TOPIC: Discuss CALPADS Fall 1 Process

PURPOSE: Information

PRESENTER: Patrick McGrew

ATTACHMENTS: YES(X)  NO()

FISCAL IMPACT: N/A

BACKGROUND: Fall 1 Census Day is the first Wednesday in October each year and this year it is on October 5th, 2022. The Fall 1 Census Day replaces the December 1 count, and it is a snapshot of the number of students in each district and their placements as of the census day. The student data is important because once it is certified, the data is used to allocate funds to each of the districts following the SELPA’s Local Plan.

Important CALPADS Fall 1 dates:

- 10/5/2022 – Primary data is submitted
  - Districts pull data from CALPADS
- 10/5/2022 through 12/16/2022 – Official submission window
  - Districts have until 12/16/2022 to certify their data
- 12/16/2022 – Certification deadline
  - District certifies data
- 12/17/2022 through 1/19/2023 – Amendment window
  - SELPA reviews data
- 1/20/2023 - SELPA certifies the data

SELPA Data Analyst, Sonia Pizano, has been working directly with district staff as they work through this process.
DIRECTOR RECOMMENDATION: N/A

JOINT PAC/CBO REVIEW DATE AND RECOMMENDATION: N/A
## CALPADS Calendar for 2022–23

### CALPADS Snapshot Collection Windows and Certification Deadlines

<table>
<thead>
<tr>
<th>CALPADS Submission</th>
<th>Census Day</th>
<th>Primary Data Submitted</th>
<th>Official Submission Window</th>
<th>Certification Deadline</th>
<th>Amendment Window</th>
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<td>October 5, 2022</td>
<td>2022–23 (Census Day):</td>
<td>October 5, 2022 to December 16, 2022</td>
<td>December 17, 2022 to January 20, 2023</td>
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<td>Completer Counts</td>
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<td>Count of English Learner (EL) Reclassified during School Year</td>
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<td>Prior Year Completers</td>
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</table>
DATE: 1/9/2023

ITEM: 4.4

TOPIC: Discuss Equity Disproportionality and Design Project

PURPOSE: Information

PRESENTER: Patrick McGrew

ATTACHMENTS: YES(X)   NO( )

FISCAL IMPACT: N/A

BACKGROUND: The Equity, Disproportionality and Design (ED&D) Project, through the South County Special Education Local Plan Area (SELPA), focuses on preventing disproportionality in schools so that all students in California can live up to their full academic and social potential.

As a member of the SELPA Resource Lead Agency System their work is funded by the California Department of Education (CDE). The ED&D project team in partnership with CDE and the California Collaborative for Educational Excellence (CCEE) builds the capacity of SELPAs to support LEAs in developing and implementing evidence-based practices for students with disabilities (SWD).

As a SELPA Content Lead, ED&D shares expertise in establishing multi-tiered systems of support, integrating data practices using data tools and cycles of improvement, and coaches LEAs to proactively address the issue of disproportionality in special education, while building equitable systems for all students.

ED&D looks at report indicator 10, disproportionality in classification by race/ethnicity, and provides an estimated disproportionality risk in the form of
a risk ratio score. This allows a district to address potential issues before being identified as disproportionate by CDE and the estimates can be used as a form of progress monitoring after an issue has been identified and an intervention plan has been implemented.

ED&E services can be accessed by anyone with administrative rights in SEIS for free through June 2023 when the current grant ends. ED&D staff have applied for another grant, and they will find out if they were awarded the grant in March 2023. If awarded the grant the ED&D services will continue to be free and if not, services will likely be charged based on a Districts’ ADA.

This topic is on the agenda for the next PAC meeting and information will be shared with the special education program administrators.

**DIRECTOR RECOMMENDATION:** N/A

**JOINT PAC/CBO REVIEW DATE AND RECOMMENDATION:** N/A
Equity, Disproportionality & Design

About Our Project

The Equity, Disproportionality and Design (ED&D) Project, through the South County Special Education Local Plan Area (SELPA), focuses on preventing disproportionality in schools so that all students in California can live up to their full academic and social potential. As a member of the SELPA Resource Lead Agency System our work is funded by the California Department of Education (CDE). The ED&D project team in partnership with CDE and the California Collaborative for Educational Excellence (CCEE) builds the capacity of SELPAs to support LEAs in developing and implementing evidence-based practices for students with disabilities (SWD).

What We Offer

As a SELPA Content Lead, ED&D shares expertise in establishing multi-tiered systems of support, integrating data practices using data tools and cycles of improvement, and coaches LEAs to proactively address the issue of disproportionality in special education, while building equitable systems for all students. Some of these services include:

Universal Supports

- Disproportionality Overview Trainings
- Disproportionality Info Center
- Multi-tiered System of Support (MTSS) Academic Overview Trainings
- MTSS/Positive Behavioral Interventions & Supports (PBIS) Overview Trainings
- Nondiscriminatory Assessment of English Learners Training
- Blog Posts
- Empathy Interviews Training
- Presentations at professional conferences
- National Center for Urban School Transformation (NCUST) trainings
- Equity Network Project
- ED&D Podcast

Targeted Supports

- Equity Dispro Data System (EDDS) Project
- iTAAP Partnership
- 15-Minute Equity Lessons
- MTSS/Academic Implementation
- MTSS/PBIS Implementation
- Data Equity for School Psychologists
- Presentations for School Districts

Intensive Supports

- Empathy Interviews
- NCUST Coaching Sessions
- EDDS Office Hours
- MTSS/PBIS Office Hours
- MTSS/Academics Office Hours
- Dispro Calculator

To learn more about the Equity, Disproportionality & Design Project, visit equityanddesign.com.

South County SELPA | Equity, Disproportionality & Design
DATE: 1/9/2023

ITEM: 5.1

TOPIC: Discuss Inclusion Initiative Update

PURPOSE: Information

PRESENTER: Patrick McGrew

ATTACHMENTS: YES(X)  NO( )

FISCAL IMPACT: N/A

BACKGROUND: Superintendents in Yolo County requested a presentation and discussion on inclusion and inclusive practices. Assistant Superintendent McGrew developed objectives and an agenda for the inclusion presentation and discussion. Discussion and input from the superintendents on the agenda and objectives are requested to ensure that the objectives and agenda are calibrated with the needs of the superintendents and their districts. It is proposed that the inclusion discussion will take place at the March Superintendents’ Council meeting.

DIRECTOR RECOMMENDATION: N/A

JOINT PAC/CBO REVIEW DATE AND RECOMMENDATION: N/A
Superintendents’ Council Inclusion Study Session Agenda  
March 6, 2023

Objectives
- Develop a deeper understanding of inclusion
- Define inclusion and discuss the continuum of inclusive practices
- Recognize the benefits of inclusion for all students
- Discuss barriers to inclusion
- Discuss strategies to increase inclusive practices despite the challenges districts currently face

Agenda
- Roots of inclusion
- Definition of inclusion
- Benefits of inclusion for all students
- Spectrum of inclusive practices
- Working toward inclusion with current challenges
DATE: 1/9/2023

ITEM: 5.2

TOPIC: Present State SELPA Report

PURPOSE:

PRESENTER: Patrick McGrew

ATTACHMENTS: YES( ) NO( )

FISCAL IMPACT: N/A

BACKGROUND: This report includes updates on legislative and fiscal issues in California that have an impact on or are related to special education in Yolo County.

DIRECTOR RECOMMENDATION: N/A

JOINT PAC/CBO REVIEW DATE AND RECOMMENDATION: N/A