

SELPA Superintendents' Council

MEETING AGENDA

January 4, 2018

2:30 p.m.

El Dorado County Office of Education - Conference Room B-2
6767 Green Valley Road - Placerville, Ca 95667

General Items

- 1. Approval of Agenda**
- 2. Public Hearing**
(Individuals may address Board on items not on the agenda - limited to 2 minutes)

Action Items

- 3. Approval of September 7, 2017 Meeting Minutes***
- 4. Program Transfer Update***
- 5. Regional Program Enrollment Capacity***

Discussion Items

- 6. Adjournment**

*Handout

Notices:

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SELPA Superintendents' Council Meeting Minutes - **UNADOPTED**

September 7, 2017

Conference Room B-2, EDCOE

In Attendance: Ed Manansala, Robbie Montalbano, Kevin Monsma, David Toston, Eric Bonniksen, Annette Lane, Natalie Miller, Matt Smith, Stephen Wehr, Pat Atkins, Margaret Enns, Cheryl Olson, David Roth, Jeremy Meyers, Scott Lyons, Grant Coffin, Marcy Guthrie; and guests: Robert Steponovich, SELPA Business Services Director; and Kathleen Hall, Recording Secretary.

Meeting called to order at 2:26 pm by David M. Toston, Associate Superintendent, El Dorado County SELPA/ Charter SELPA.

Item

1. Approval of Agenda

Superintendent Natalie Miller moved to approve the Agenda as presented; second by Superintendent Cheryl Olson; no discussion; motion carries.

2. Public Hearing

A Public Hearing was opened at 2:27 pm and, with no comment, closed at 2:28 pm.

Action Items

3. Approval of June 1, 2017 Meeting Minutes*

Superintendent Pat Atkins moved to approve the Minutes of the June 1, 2017 SELPA Superintendents' Council meeting; second by Superintendent Meg Enns; no discussion; motion carries.

4. Program Transfer Policy*

A document entitled 'Program Transfer Policy' was presented and Associate Superintendent David Toston reviewed the basic responsibilities of the sending and receiving LEAs and corresponding timelines. The program transfer guidelines are governed by Education Code and CDE, and include three main guidelines: maintenance of services and programs, employees' rights, and communication with parents. Program transfers require a three year process: Year One – Notification; Year Two – Preparation; and Year Three - Implementation. Funding would align with the Allocation Plan. Details and timelines are set forth in the document.

A discussion was held on different scenarios of program transfers and/or program capacity. A further conversation with Superintendents would be held if a potential transfer changes service delivery of programs.

Superintendent Matt Smith moved to approve the Program Transfer Policy as presented; second by Superintendent Eric Bonniksen; no discussion; motion carries.

Discussion Items

5. Draft Revised Allocation Plan*

Associate Superintendent Toston shared that SELPA is in the process of revising and changing the structure of our Allocation Plan. A draft of the revised Allocation Plan was presented as Attachment 5. SELPA will solicit input from the Executive Committee in November and plans to present the revised Allocation Plan to SELPA Superintendents' Council in January.

6. Local Plan and Policy Revision Process

Associate Superintendent Toston shared that SELPA is in the process of revising and updating the Local Plan and SELPA Policies. The Local Plan is currently under review by legal council and SELPA will update Policies as needed.

7. Charter School Notice of Intent to Exit*

Included as Attachment 7 was a notice SELPA received from Rising Sun Montessori Charter School regarding their intent to exit the El Dorado County SELPA for the 2018-19 school year. Per Education Code, charter schools are required to give a year and one day notice to their existing SELPA that they intend to join another SELPA. The charter school would still need to complete any application process, be approved and accepted into the new SELPA. This notice was shared as an information item.

8. SELPA Data Report*

Associate Superintendent Toston presented the 2016-17 Special Education Data Report, which includes data on special education enrollment and identification in the SELPA. This information helps the SELPA and Superintendents identify special education trends within the SELPA. The report shows that total SELPA enrollment is declining (-408 students over five years), special education enrollment continues to rise annually (+351 students over five years) increasing the overall percentage of students with disabilities. Five eligibility categories comprise roughly 90% of total population of students with disabilities in the EDCOE SELPA: Emotional Disturbance (ED), Other Health Impairment (OHI), Speech or Language Impairment (SLI), Autism (AUT), and Specific Learning Disability (SLD). SELPA will provide additional professional learning opportunities in these five eligibility categories.

SELPA plans to revise the format of the annual Special Education Report to provide additional insight into trends in special education. SELPA program and business directors will meet this fall with district program/business teams to review district level data reports.

9. Adjournment

The meeting was adjourned at 3:20 pm upon motion by Superintendent Natalie Miller; second by Superintendent David Roth; no discussion; motion carries.



Program Transfer Update

The Pollock Pines School District and the El Dorado County Office of Education have completed the planning process to transfer the operation of speech and language services. The SELPA has reviewed and approved the program transfer. As a result, the following will occur:

1. Beginning 7/1/18, Pollock Pines and EDCOE will implement the program transfer plan, resulting in EDCOE operating this regional program beginning the 2018-2019 school year.
2. EDCOE will be the District of Service for these students.
3. Pollock Pines School District remains the District of Residence and will be responsible for fulfilling the obligations required of any LEA for students enrolled in regional programs.
4. EDCOE will receive funding for 1 NSH unit consistent with the Allocation Plan.

Future Discussion Topic

In the current year, regional programs operated by EDCOE receive \$87,620 for Non-Severely Handicapped certificated positions. For 2018-19 and future years, that unit rate would be increased/decreased by the state budget COLA, if any. While certificated staffing costs vary between LEA's, the SELPA expects that the ongoing salary and benefit costs will exceed the revenue provided through the Allocation Plan. SELPA projects this difference will increase significantly in the coming years. One of the primary drivers being the increasing employer CalSTRS contributions.

The SELPA will research and report findings to the Superintendents' Council on this issue in the coming months.



Issue

The SELPA and Special Services Department have identified the need to initiate a conversation with SELPA Superintendents' Council to develop shared expectations of the enrollment capacity for regional program classrooms.

Background

Regional programs are one component of the full continuum of programs and services required to meet the needs of students with disabilities within the SELPA. Like district programs, regional programs have increased the focus on continuous improvement and capacity building to ensure students with the highest needs continue to receive quality instruction.

Over the past three years, we have focused on improving instructional quality and capacity building. Changes in practice that have had a positive impact on students in our programs include:

Instructional Quality

- Implementation and training on the common core content access guide for moderate to severe disabilities
- Common Core aligned curriculum adoption with staff training on implementation with fidelity
- Program alignment of selected programs for curriculum, instruction, and behavior intervention to create an aligned system that provides consistency and predictability for students (examples: LEAD Program and Autism Program)
- Goals are written and aligned to state standards
- Established evidenced-based practices (EBPs from CAPTAIN) in autism programs
- Established research-based practices in LEAD program
- Focus on data collection in the classroom

Capacity Building

- Adding facilitated collaboration meetings for all programs and staff to co-plan and share best practices
- Increased behavior training for both certificated and classified staff
- Onboarding, training and ongoing support for all instructional assistants
- Focus on data collection in the classroom
- Mentor and coaching for teachers and instructional assistants
- Expanded focused ongoing training for teachers and aides

In addition to continuing the activities listed above, some of the current class sizes require us to initiate a conversation with SELPA Superintendents' Council to develop shared expectations of the enrollment capacity for regional program classrooms. The number of students enrolled in EDCOE regional programs has grown over time. Currently, there are no established limitations on class sizes. This has created challenges as the enrollment in several classrooms has increased significantly, and students in these classrooms have intensive needs that require individual or small group instruction.



Recommendations

- Analyze current program enrollment data, identify enrollment expectations and take actions to address regional program classrooms currently impacted by high enrollment.
- Identify program review priorities for the Growth Committee to develop recommendations to address 2018-19 program needs.