

**TEHAMA COUNTY SELPA**  
**SELPA EXECUTIVE COMMITTEE -- REGULAR MEETING**

Tehama County Department of Education, Library  
1135 Lincoln Street, Red Bluff, CA 96080

**Tuesday January 19, 2021**

**9:00 AM TO 10:30 AM**

**APPROVED MEETING MINUTES**

**PRESENT:** Todd Brose, Veronica Coates, Jared Caylor, Cliff Curry, Rich DuVarney, Rick Fitzpatrick, Cindy Haase, Jenny Montoya, Jeff Scheele, Jim Weber,

**ABSENT:** Joey Adame, Rachel Davis, Michelle Farrar, Brad Mendenhall,

**GUESTS:** Suzanne Adkins, Diana Davission, Jillian Damon, Noelle DeBortoli, Wes Grossman, Tori Hickok, Michelle Kinner, Angie Pacheco, Katie Silva, Sara Smith, Jim Southwick, Carrie Van Riper.

**1. Call to Order**

Todd Brose called the meeting to order at 9:00am.

**2. Consent Agenda**

Cliff Curry motioned to approve the consent agenda; Jim Weber Seconded motion. All in favor, motion carries. 9 yes/0 no/0 Abstentions

**3. Public Input**

There was no public input.

**4. Priorities Requests**

No Priorities Requests

**5. LCI Requests**

No LCI Requests

**6. State Budget Overview**

Veronica gave an overview of the state budget and how it could impact our SELPA. State Revenues are coming in higher and funding to Prop 98 has

reached an all-time high. There are additional funds LEAs can apply through for the Governor's reopening plan. There is a proposed 1.5% COLA for special education. Additionally, the Governor is proposing to increase the base special education grants up to \$625 for all SELPAs below this rate. If the budget is passed, the COLA will move SELPAs up to \$634, which will provide a slight increase to our base rate. The Governor proposed no structural changes to the AB 602 funding model, which is good news for our SELPA. There is a current SPED fiscal study being done by WestEd that could make recommendations to structurally change the AB 602 model.

The Special Education Early Intervention grant is being introduced again this year by the Governor. This provides funding based on district of residence preschool count. Last year our SELPA worked through a model that districts receiving these funds flowed the money back to the SELPA due to the regional programs of preschoolers with disabilities being covered by the county office. The SELPA authorizes 86% of all preschool regional program and service costs for all K-8 districts to be paid for off the top. Last year we worked as a Governance with district CBOs to determine how to allocate this revenue back to the SELPA. The Governor has proposed to continue this funding, in the amount of 300 Million dollars with language around providing inclusive practices and services for preschool students with disabilities. As we thought this was one-time money, we will need to discuss how these funds should be allocated again as it appears to be ongoing funding. The Governor has shown great interest in early intervention and infant funding. He also indicated at his press release if the legislature wanted to give more money towards this, he was all in. It is anticipated each LEA will receive approximately \$5900 per preschool student, based on the proxy of preschool aged students qualifying for IEPs. Veronica also reminded the group that our infants are served through a combination of Shasta County Office of Education and Far Northern Regional Center as our providers. Todd Brose asked about the proposal including infants and how this would impact us as we do not serve our infants, due to the J50 model. Veronica relayed that until the budget is passed in June we won't know that level of detail. She further indicated that the CDE and other agencies have inquired with the State SELPA Association about the antiquated infant funding model with a desire to look at changing this model, but it would take a legislative fix. Superintendent Brose indicated that if this early intervention grant is included in the budget, it is something the SELPA will have to address within our funding model and asked if this should be worked on this spring. Veronica recommended the Governance Council start working on this in the spring, also including district

CBOs as we did last time this funding was allocated to prepare if it is passed in the state budget in June. Veronica recommended considering using the same or a similar model as before.

Veronica summarized other funding proposals by the Governor, including one time funds for several studies that involve special education including LEA MediCal Bill and NonPublic Day School State Oversight.

## **7. Transition Discussion**

Veronica opened up a discussion regarding the transition process as eighth graders matriculate to high school districts and how the SELPA could assist and support this process. Veronica opened the discussion up the group. Cari Van Riper indicated that having information about student needs and services and having the ability to consult with the feeder districts would be helpful. Jillian Damon indicated it would be great to have a staffing/consultation time with the feeder school to go over service levels for incoming eighth grade to ensure master schedules at the high school level are built to address all student needs. This would also assist in being prepared for IEP meetings to be held at the high school level. Assistant Superintendent, Sara Smith relayed her experience as a former high school special education administrator. She relayed that having meetings without consulting can cause some undue tension. She recommended scheduling and planning consultation between the two teams much earlier than in years past to support a bridge of relationship with the family. There needs to be support for the mindset related to the transition from a K-8 to a high school setting. Superintendent Brose indicated that it is important for the two teams to consult on the incoming 8<sup>th</sup> graders to be able to adequately prepare to service the students appropriately and according to their IEP. Having the dialogue would be important and help set students up for a successful high school transition.

Veronica relayed that the SELPA can assist in setting up some data consultation tools for the districts to work together. She summarized the success of preschool transitions and the method of sharing data and observations by the receiving LEA. She also reiterated that an offer of FAPE made with the feeder districts can be inappropriate as the offer of FAPE and any changes during a transition to another school rests with the receiving district, once the student enrolls. Doing this before can cause undue disputes and inaccurate offers of FAPE.

Suzanne Atkins relayed that having time to consult is a great idea and is in alignment with the preschool to kindergarten transition model we already do. It is an opportunity to provide solid data to the high school teams.

Superintendent Cindy Haase relayed feedback that having some informational sessions would be a good idea, as well as starting the communication with the high schools in August and potentially inviting them to 8<sup>th</sup> grade annual IEPs.

There was a discussion on timing about these meetings and how May can be too late in the year for high schools to adequately plan. Superintendent Brose indicated if there is strong consultation and data sharing early, it makes the other meetings when the IEPs occur more effective for students. Superintendent Jenny Montoya indicated a FAQs about what to expect at the high school would be helpful as well to assist in supporting students and families during this big change. Assistant Superintendent Smith indicated that really prepping the high school counselors on language and offerings for all students, especially students with disabilities, using inclusive language would also be helpful.

Veronica indicated that she will bring back some resources and tools for transitions to the group. There was a consensus to move towards a consultative and data informed model to assist and support students in the transition from a K-8 to High School District, however, the receiving High Schools have the right to make their offer of FAPE after they have officially received the student.

## **8. Special Education Accountability Update**

- 8.1** Annual Determination Notification Letters: All LEAs should have received their Annual Determination Letters last week. They can be difficult to understand and Veronica is happy to help translate them. What the CDE has relayed to SELPA Administrators is that LEAs will continue with their same level of monitoring as they had this year, in essence monitoring their current Special Education Plan (SEP) that they just completed in December, with no further SEP plans due for the following year. At this juncture we have no districts being monitored for Disproportionality, which is positive, but new data will come out in the summer related to those determinations.
- 8.2** CALPADS Certification Fall 1 SELPA Certification: Veronica relayed that the certification for Fall 1 is coming up. Most LEAs have gotten to the final stage and the SELPA is ready to certify. The SELPA does need time prior to the official deadline to ensure there are no more errors. It is important for CALPADS staff and SELPA staff to work together on this.
- 8.3** Overdue IEPs and Assessments: Veronica reminded the Superintendents that the CDE continues to monitor overdue IEP and

special education assessments. Please send any correspondence you receive from CDE to Veronica and the SELPA in order to compare data. The CDE is looking for a 20% decrease in these overdue items, per month. There has been no corrective actions related to this area of monitoring at this point, however, that could and most likely will change in the spring. It is important to realize that some of you actually mitigated the overdue items, but the IEPs were not affirmed in a timely manner or uploaded to CALPADs, which will still reflect as a late IEP. It is very important to affirm and attest those IEPs within 48 hours, 24 hours, if possible, and then ensure your CALPADs staff are uploading those transactions.

## **9. High Hoops event**

Veronica relayed that the staff who volunteer to organize our annual High Hoops event is working to have a COVID safe version this year, rather than cancel. If districts/LEAs still feel worried about having the modified event, which will be with cohorts, please let the SELPA know.

Todd relayed how great the event is and how we need to keep the event going.

## **10. Alternative Dispute Resolution`**

Veronica relayed that the SELPA is here to serve as neutral mediators within an alternative dispute resolution model. We continue to see an increase in disputes and special education litigation. Veronica summarized a case that the SELPA provided support to, including acting as a facilitator of the settlement agreement fund, as it involved two districts. There was a MOU crafted with attorney support. Superintendent Brose asked what other supports the SELPA could provide in this model. Veronica relayed supporting districts with neutral facilitation and pre mediation, in a preventive model. She recommends having some sort of ADR policy or framework, including the MOU template. Superintendent Brose requested bringing back some draft policy language on this at a future meeting.

## **11. Changes to Special Education Credentials**

Veronica summarized changes being made to Special Education Credentials. She provided resources and recommended Superintendents share with their Human Resources staff. There are a lot of positives to the changes with some more flexibility and education required of special educators, however, with this

comes some concerns as there is already such a shortage in the field and more requirements could cause shortages to continue.

## **12: SELPA Admin Report**

Veronica provided an update on special education legislation and finance.

## **13. District Reports**

There were no district reports.

## **Adjournment**

Jared Caylor motioned to adjourn meeting, Rick Fitzpatrick seconded motion. All in favor, the meeting adjourned at 9:53 am. 9 yes/0 no/0 Abstentions.