



*Dr. Ed Manansala, Superintendent of Schools
David M. Toston, Associate Superintendent*

SELPA Superintendents' Council

MEETING AGENDA

April 4, 2019

2:30 pm

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 February 7, 2019 Meeting Minutes***
- 4. Support of Special Education Funding Legislation**
 - a. AB 428 – Special Education Finance Reform***
 - b. AB 1808 – Education Finance Omnibus Trailer Bill**
- 5. Regional Program Review***
 - a. Summary of Meetings**
 - b. Recommendations**
 - c. Next Steps**

Discussion Items

- 6. Public Records Request Update**
- 7. Adjournment**

*Handout

Notices:

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SELPA Superintendents' Council Meeting Minutes - UNADOPTED

February 7, 2019

Conference Room B-2, EDCOE

In Attendance: Ed Manansala, Robbie Montalbano, Kevin Monsma, David Toston, Jeremy Meyers, Eric Bonniksen, Annette Lane, Marcy Guthrie, Natalie Miller, Cheryl Olson, Ron Carruth, Matt Smith, Margaret Enns, David Roth, and guests: Robert Steponovich, SELPA Business Services Director; Tamara Clay, Director EDCOE SELPA; and Kathleen Hall, Recording Secretary. Meeting called to order at 10:07 a.m. by David M. Toston, Associate Superintendent, El Dorado County SELPA/ Charter SELPA.

General Items

1. Superintendent Jeremy Meyers moved to approve agenda as presented; second by Superintendent Ron Carruth; motion carries.
2. A Public Hearing was opened at 10:09 a.m. and, with no comment, closed at 10:09 a.m.

Action Items

3. Superintendent Jeremy Meyers moved to approve the minutes of the October 4, 2018 SELPA Superintendents' Council meeting; second by Superintendent Eric Bonniksen; motion carries.
4. Policy Revisions
 - a. Transfer of Responsibility Policy*
Superintendent Marcy Guthrie moved to approve removal of this policy to align with current Education Code; second by Superintendent Margaret Enns; motion carries.
 - b. SELPA Board Policy/AR 23 - Behavioral Intervention*
Superintendent Ron Carruth moved to approve updating of this policy to align with current Education Code; second by Superintendent Matt Smith; motion carries.
 - c. SELPA Board Policy/AR 24 – NPS/NPA Services*
Superintendent Marcy Guthrie moved to approve updating of this policy to align with current Education Code; second by Superintendent David Roth; motion carries.
5. ERMHS Funding Parameters*
SELPA proposed revised Allocation Plan language regarding ERHMS to achieve better alignment between funding and allocation, and to streamline administration. Two recommendations – first to amend the residential placement language in the ERMHS section of the Allocation Plan, and second to revise the funding model to allocate ERMHS revenue based on current year P-2 ADA beginning in 2019-20. This will have minimal

impact on districts and would ensure that only current year SELPA ADA is being funded, which follows the allocation model from the State.

Superintendent David Roth moved to approve the recommendations for revisions to the Allocation Plan ERMHS language; second by Superintendent Natalie Miller; motion carries.

Discussion Items

6. Regional Program Review*

Associate Superintendent Toston reviewed the Regional Program Review handout which laid out a summary and timeline for the development of an approach to identify and resolve challenges related to the collective governance, funding and operations of regional programs.

A discussion was held to determine the best way to structure these conversations. Superintendents requested the SELPA host multiple meetings with district Superintendents and district fiscal staff. All Superintendents will be invited and also determine whom from their districts to include at the meetings.

The suggested timeline was discussed and everyone agreed to focus on the conversation and adhere to the timeline.

7. Adjournment The meeting was adjourned upon motion by Superintendent Ron Carruth at 11:35 a.m.; second by Superintendent Marcy Guthrie; motion carries.

AB 428 (Medina)

Special education Finance Reform

Background

Under state and federal law (IDEA), local educational agencies are mandated to provide a free and appropriate public education to individuals with disabilities aged birth to age 22, including preschool-age children with special needs. Despite this mandate, no state funding is allocated for special education preschool programs.

Currently there are 700,000 students with disabilities in the state. California's special education funding formula AB 602 (Chapter 854, Statutes of 1997), does not equitably provide the necessary funding to pay for the cost of services needed for the students with disabilities.

The most common disabilities among students are specific learning disabilities, speech and language impairments, and other health impairments, which together constituted about 73% of all students with exceptional needs in 2015. Students diagnosed with Autism Spectrum Disability (ASD) have increased notably over the last decade, from 2% of all disabilities in 2002 to 13% in 2015.

Problem

Special education in California lacks the following:

Special Education Preschool Funding: Early intervention programs for preschoolers are an excellent investment. Children who receive high quality care and education before kindergarten are 40% to 60% less likely to require special education interventions when they reach school-age, resulting in significant future cost savings to the state and local educational agencies

In California, no state funding is provided to subsidize the estimated \$490 million that schools

report spending on special education preschool programs. The California Statewide Special Education Task Force and the Public Policy Institute of California have recommended that the state establish a funding mechanism to support special education preschool programs.

Equalization: For decades, California's special education funding rates have varied considerably – from \$480 to \$930 per pupil - for no logical reason. The Legislative Analyst's Office, the Public Policy Institute of California, and the California Statewide Special Education Task Force have all recommended that the legislature retain the census-based model and provide funding to equalize special education AB 602 funding rates.

Funding for students who need extra support: In the 20 years since the last major special education finance reform, the percentage of special education students requiring greater support has risen dramatically. During the same period, the state's dedicated fund to support these "low incidence" students was eliminated.

Solution

AB 428 would establish a funding mechanism to support special education preschool programs, by adding preschoolers to the AB 602 funding formula.

AB 428 would address long-standing inequities by equalizing special education funding rates to the 95th percentile over time, making the rates fair throughout the state.

AB 428 would provide a supplemental grant to support students with greater needs, including students on the autism spectrum, and students who are blind, deaf or hard of hearing, and intellectually disabled.

AB 428 would allow school districts the ability to calculate a declining enrollment adjustment based on district, rather than SELPA, ADA.

Joint-authors: Assemblymember O'Donnell,
Assemblymember Frazier, Assemblymember
Arambula, and Assemblymember Reyes.

Co-authors: Senator Allen, Senator Beall, and
Senator Wilk.

Support

Coalition for Adequate Funding for Special
Education
California Association of School Business Officials

Staff Contact

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Background

On June 27, 2018, Governor Brown signed his final budget, which included AB 1808, a budget trailer bill amending Education Code 52062 by requiring that the SELPA planning process align with the LCAP process for LEAs. CEC 52062 now requires that:

- An Annual Assurances Support Plan be added to all Local Plans and written in language understandable to the public. The Annual Assurances Support Plan shall include:
 1. A description of how the governing board of the special education local plan area has determined that the special education local plan area will support participating agencies in achieving the goals, actions, and services identified in their local control and accountability plans.
 2. A description of how the governing board of the special education local plan area has determined that the special education local plan area will connect it's participating agencies in need of technical assistance to the statewide system of support.
 3. A brief description of the services, technical assistance, and support the governing board of the special education local plan area has determined that it will provide in meeting the requirements under paragraphs (1) to (21), inclusive, of subdivision (a) of Section 56205.
- The CDE adopt an Annual Assurances Support Plan template by 3/1/2019.
- A template for local plans be developed and that all SELPAs will use the template and review the local plan every three years.
- "The superintendent of the school district shall consult with its special education local plan area administrator or administrators to determine that specific actions for individuals with exceptional needs are included in the local control and accountability plan or annual update to the local control and accountability plan and are consistent with strategies included in the annual assurances support plan for the education of individuals with exceptional needs." Cal. Educ. 52062(a)(5)

Issue

- The California Department of Education has not provided any formal guidance on how SELPAs and LEAs should implement the above provisions of California Education Code.
- CDE has not yet adopted an Annual Assurances Support Plan template.

Recommendations

To meet the requirements of CEC 52062(a)(5), the SELPA recommends holding meetings with each LEA superintendent or a designee, to discuss how "the specific actions for individuals with exceptional needs are included in the local control and accountability plan or annual update to the local control and accountability plan." Without a CDE-approved Annual Assurances Support Plan template, the SELPA is unable to meet the requirements of the second section of CEC 52062(a)(5), but will make additional recommendations on how to fully implement the provision above once a template has been adopted.



SELPA Superintendents' Council Meeting – 4-4-19
Regional Program Review – Attachment 5

Background

Beginning in November 2018, SELPA hosted a series of meetings to review current regional programs for the purpose of developing long-term recommendations for the SELPA Superintendents' Council consideration.

Process

Meetings were attended by LEA Superintendents, Special Education Administrators, and CFOs. The group reviewed student population, enrollment and staffing data for each program to determine if our collective needs are being met by existing programs. Additionally, the group evaluated the need for each program by responding to the following prompts:

- Is the program accessed by most districts?
- Is there an ongoing student need for this program?
- Is this an economy of scale?
- Are there any alternatives to the current approach?

Findings

1. Student enrollment and use of regional programs are consistent with the proportional size of districts.
2. SELPA funding is provided for all regional programs even though some programs are not utilized by all districts (e.g., elementary districts do not access high school programs and vice versa).
3. The regional program model benefits all districts by sharing the cost for low frequency, high-cost services and programs.

Recommendations

1. Continue a cooperative approach to operate and fund the following programs and services:
 - DHH
 - Infant Development Program
 - Preschool Assessment Team
 - Preschool Self-Contained Classrooms
 - Low Incidence (OI and VI) and Adaptive Physical Education Services
 - Moderate / Severe Self-Contained Classrooms (ED Programs - Elementary, Middle, High School)
 - LEAD Classrooms
 - Autism Classrooms
 - Transition & Workability (Pacific Street and Tunnel Street Classrooms)
2. Explore alternative approaches to provide Speech and Language Services for students enrolled in district programs.
3. Consider the Regional Program Growth Request 2019-20 (attached).

Next Steps:

1. SELPA will propose alternative models for the provision of speech and language services to students in district programs, including staffing levels, fiscal considerations and transition process. Begin developing an outline of a revised regional program funding model that is sustainable. Once adopted, the new model will be implemented in the 2020-21 school year.
2. Superintendents have examined student and district needs to identify effective and economical approaches to supporting students currently served in regional programs. Superintendents will continue to evaluate alternative program models where appropriate. The SELPA will begin developing a revised allocation plan for superintendent discussion and action in the fall of 2019.

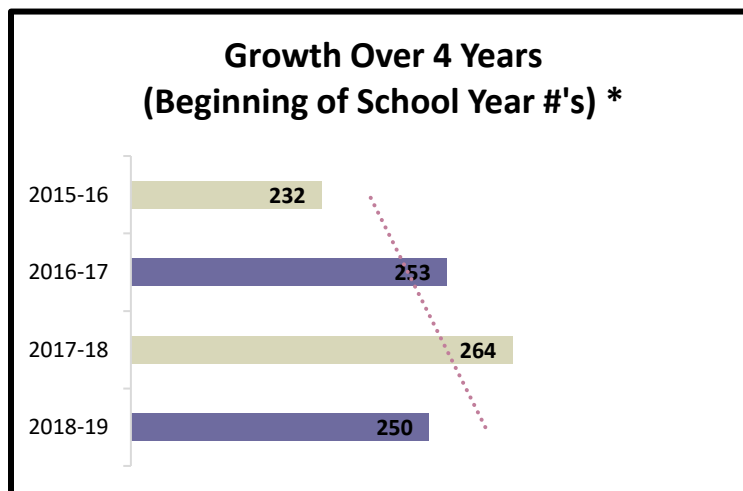
Regional Program Growth Request – 2019-20

Issue

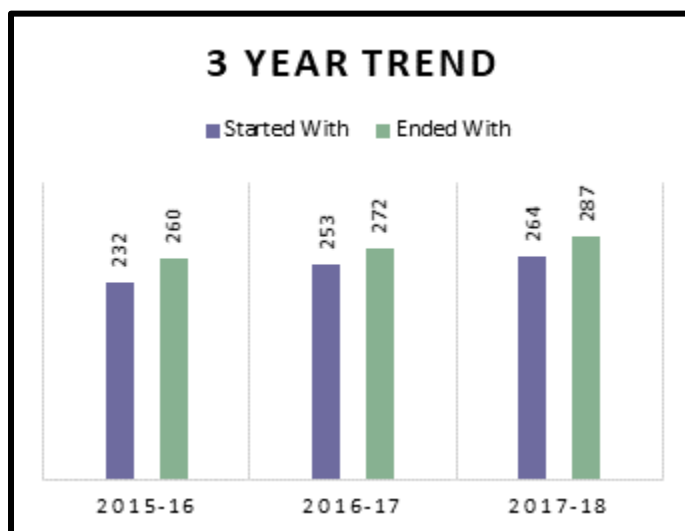
EDCOE operated Regional Programs have experienced an increase in referrals and placements, resulting in a gradual increase in class sizes (table 1). The EDCOE SELPA Growth Committee has utilized existing resources to creatively address the growth needs through reconfiguration of existing classrooms, and has not added any new instructional settings.

In order to continue to provide high quality programs, focus on continuous improvement, and build capacity that ensures our county's highest needs students receive quality instruction, potential growth needs have been identified.

Table 1



*As of March 14, 2019, the current enrollment in COE programs is two hundred and seventy students (on track to end similar to 16-17).



Background

Pacific Street Adult Transition

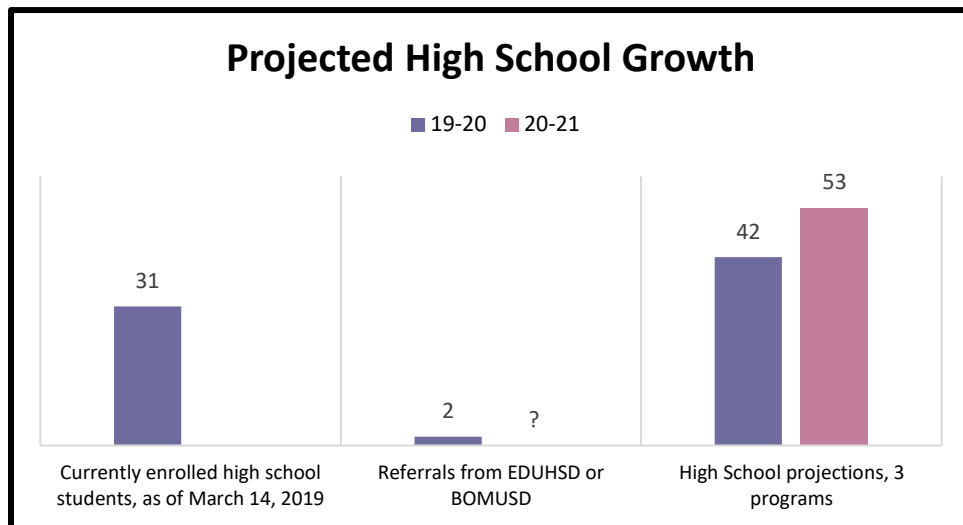
Since 2015, enrollment at Pacific Street, which serves Adult Transition students from the El Dorado Union High School District (EDUHSD) and Black Oak Mine Unified School District (BOM), has increased 26%. In 2015-2016 Pacific Street had 17 students in the following years the program grew to start the school year with 23 students in 2018-2019. As a result of the increased referrals, EDUHSD and the El Dorado County Office of Education (EDCOE) agreed to add an additional teacher and aide to the program for the 2018-19 school year, to ensure the provision of transition services for these students. The timeline of this need, and the critical decision to move forward with an additional classroom, did not correspond with the SELPA Growth Committee process. Because of this difference, the decision was made to temporarily add these extra resources, with the cost being shared between EDUHSD and EDCOE. The intention was to bring this area of need to the Growth Committee in the spring of 2019. Based on current enrollment, program matriculation, and the projections for the 2019-20 school year, there is a demonstrated need to continue running the second classroom at the Pacific Street Adult Transition Program.

Autism Classes

Early intervention is critical to addressing the needs associated with autism, and is especially important in the elementary school years. EDCOE currently operates 4 elementary school autism classrooms (K-5). These classrooms support students with autism who have the most significant needs. There are many contributing factors that require a smaller student to staff ratio in autism classes (2:1), including meeting the sensory needs of each student, utilizing the evidenced-based practices with fidelity, implementing behavior intervention plans, and ongoing data collection practices. EDCOE autism classes have continued to see an increase in referrals and placements, resulting in increased class sizes over time. Our current class size is much larger than the norms established across the state for this population; statewide norms consistently run with about 8 students. EDCOE classes have about 10 students each in them. Based on current enrollment, autism classes are projected to start the 2019-20 school year over capacity, resulting in the inability to accept new referrals into any of these classrooms at the start of the 2019-20 school year.

High School Mod-Severe Classes

Based on current enrollment, county-operated high school mod-severe classes will start the 2019-20 school year with the ability to accept one new student collectively. Any subsequent student referrals will need to be placed on a waiting list and will transition in as other students transition out of the program. Current enrollment data shows a need for an additional high school classroom in the 2020-21 school year.



Learning Emotional & Academic Determination Program (LEAD)

The EDCOE-operated program for students with emotional disturbances (LEAD) continues to receive multiple requests for placement throughout the year. Serving grades 1-8, these three classrooms have been at capacity since November 2018. There are currently three referrals being processed for potential placement that, if appropriate, will not be able to start this year until another student moves out of the program, or until the start of the next school year. Should those referrals be appropriate, the LEAD program will start next year at capacity, resulting in the inability to place any additional students until a current student transitions out of the program.

Recommendations

1. Consider the second Pacific Street Adult Transition Program class as a growth request and continue funding the additional teacher and aide for the 2019-20 school year.
2. Maintain all high school programs with the existing configuration for the 2019-20 school year. Identify a location for the growth of one high school class for the 2020-21 school year.
3. Autism classes will start the 2019-20 school year with at least five students over classroom capacity, and based on current enrollment, demonstrates the need to have five fewer students between the four classes.
 - a. **Option A:**
 - i. Do not open another class for 2019-20 and start the school year at capacity. Once 4-5 students have transitioned out of the program, we can look at room for one to two new students to transition in.
 - ii. Open a new classroom in the 2020-21 school year. In the fall of 2019, a partner district can identify a new site and notify parents of classroom changes in a timely manner.

b. Option B:

- i. Open a new autism class for the 2019-20 school year. To assist in this successful transition, a partner district would need to identify a new site in April 2019, and districts (in partnership with EDCOE) would need to hold several IEPs in April to notify parents that their children will be moved out of their current classes and into a new class, which would start small and increase enrollment over time.

4. LEAD Program

a. Option A:

- i. Do not open another class for 2019-20 and start the school year at capacity. Continue to create a waiting list and have students transition in as current students transition out of the program.

b. Option B:

- i. Open a new class for the 2019-20 school year.
- ii. Reconfigure current classes to provide room for growth at all grade levels. To assist in this successful transition, a partner district would need to identify a new site in April 2019, and districts (in partnership with EDCOE) would need to hold several IEPs in April to notify parents that their children will be moved out of their current classes and into a new class, which would start small and increase enrollment over time.