SELPA Superintendents’ Council
MEETING AGENDA

October 3, 2019
10:00 a.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)
3. Presentation/Discussion of Special Education Funding Study/Review
   Maureen Burness, Special Education Consultant

Action Items
4. Approval of September 5, 2019 Meeting Minutes*

Discussion Items
5. SELPA Goal Setting*
6. Preschool Funding Update
7. Adjournment

*Handout

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SELPA Superintendents’ Council Meeting Minutes – **UNADOPTED**

September 5, 2019

Conference Room B-2, EDCOE

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

Meeting called to order at 10:06 am by David M. Toston, Associate Superintendent, El Dorado County SELPA/Charter SELPA.

**Item**

1. Superintendent Pat Atkins moved to approve agenda as presented; second by Superintendent Cheryl Olson; motion carries.

2. A Public Hearing was opened at 10:07 am and, with no comment, closed at 10:07 am.

**Action Items**

3. Superintendent Natalie Miller moved to approve the Minutes of the June 6, 2019 SELPA Superintendents’ Council meeting; second by Superintendent Matt Smith; motion carries.

4. **Allocation Plan/Regional Program Review**
   After discussion on the revisions to the local Allocation Plan and Regional Program review, Superintendents requested the three outside firms (School Services, Jack Lucas and Maureen Burness) be asked to present in person their detailed proposals for the review and facilitation of the Allocation Plan funding and regional program review at the next Superintendents’ Council meeting on 10/3/19. No formal action taken at this time.

5. **Shared Risk Pool**
   a. **EDUHSD – Legal Risk Pool Claim**
   EDUHSD submitted a claim for reimbursement from the Legal Risk Pool; the request exceeds $50K so approval from SELPA Superintendents’ Council is required. The Executive Committee provided support for approval of the claim at their recent meeting and SELPA also supports approval of the claim.

   Superintendent Eric Bonniksen moved to approve the EDUHSD Legal Risk Pool Claim; second by Superintendent Marcie Guthrie; no discussion; motion carries.

**Discussion Items**

6. **Policy Revisions**
   a. **Policy 15 – Guidelines**
   In June 2019, the SELPA Superintendents’ Council adopted a revised Policy 15 – Public Participation with the provision that a definable process be put in place. This definable process was created and is now included in the revised Policy 15 presented. First and second reads occurred in June 2019 and the revised Policy 15 is now in place.
b. **Revised Policies/ARs Presented for First Read – List of Additional Policies/ARs to be Revised in 2019/20**

The Superintendents were presented with revised SELPA Policies/ARs for a first read, along with a list of additional policies/ARs to be revised later in 2019/20. A summary/cover sheet was presented indicating if the Policy/AR revisions were clerical/grammatical changes or material changes to align with Ed Code. Second reading of the policies presented at today’s meeting will occur at the February SELPA Superintendents’ Council meeting, along with a first read of the remaining policy revisions.

7. **SELPA Goal Setting**

A discussion was held to help set priority areas for SELPA goals and objectives for 2019/20. The SELPA goals and objectives discussed will be finalized at the October meeting.

8. **SELPA Fiscal Update**

A Compilation of School Services of California Fiscal Report Articles was shared with information on the 2019/20 state budget and the preschoolers with disabilities funding. Very preliminary estimates of special education early intervention preschool grants were included. Superintendents await clarification from the state before opening up full conversations regarding this funding.

9. **SELPA Leadership Report**

Associate Superintendent Toston provided a status update on the Systems Improvement Lead Grant and the level of SELPA’s program support for the districts. SELPA has adjusted EDCOE SELPA staffing levels to continue to provide a high level of support and manage responsibilities. Districts were reminded of the CASEMIS to CALPADS transition and the availability of SELPA support through this process.

10. **Adjournment.** The meeting was adjourned at 11:10 a.m. upon motion by Superintendent Bonnksen; second by Superintendent Carruth; motion carries.
SELPA Superintendents’ Council will discuss and develop a framework for goals and evaluation of the El Dorado County SELPA in 2019-20. After initial discussion at the September SELPA Superintendents’ Council meeting, the draft goals to be considered include:

1. Training/Capacity
   a. SELPA will provide a report based on Professional Learning offerings and present the report at the June 2020 SELPA Superintendents’ Council Meeting. Compile PL survey results: Number of attendees, feedback, etc. SELPA will also develop a process to inform our professional learning planning for 2020-21 offerings and plans.
   b. SELPA will continue to collaborate with general educators to ensure trainings are integrated and will advance the use of evidence based practices. SELPA will use the Curriculum and Instructional Leaders Council (CILC) as a platform to understand site-level needs to gather information to inform our work.

2. Conflict Resolution
   a. SELPA will develop a professional learning offering focused on conflict resolution and expanding the capacity of site IEP teams. SELPA will develop a presentation for site IEP team members around ADR and communication.

3. Fiscal Oversight/Leadership/Statewide Voice
   a. SELPA will facilitate completion of the revision of the SELPA Allocation Plan.
   b. SELPA will seek opportunities to communicate the impact of policy decisions on rural communities.
   c. SELPA will facilitate a process to review and revise governance language and include language around core values and mission.

Attached to this document are copies of two informational articles from the website of the Special Education Local Plan Area Administrators of California:

- What is a SELPA? This article includes a list of the responsibilities of a SELPA.
- The Goals of the SELPAs
WHAT IS A SELPA?

In 1977, all school districts and county school offices in California were required to form geographical regions of sufficient size and scope to provide for all special education service needs of children residing within the region's boundaries. Each region became known as a Special Education Local Plan Area -- SELPA. Today, there are over 120 SELPAs in the State. The SELPA governance structures vary in form, including models for Multi-District SELPAs, Multi-District/County Office SELPAs, Single District SELPAs, Multi-District/Multi-County SELPAs, County SELPAs with Joint Powers Agreements, and Charter only SELPAs. Size and scope also varies across the state. Each SELPA has a Local Plan describing how it provides special education services. Specific components to be included in the Local Plan are delineated in the Education Code.

The SELPA and member local education agencies (LEAs) foster coordination between general and special education for prevention and early intervention of suspected disabilities. The SELPA also ensures appropriate education services for individuals with disabilities by working cooperatively with other public and private agencies to support a full complement of special education services for students. Each SELPA must have an Administrative Unit (also known as the Responsible Local Agency), which serves as the legal entity that receives funds. In some instances, the Administrative Unit is a school district and in other instances it is the county office.

Costs for SELPA operations and the Administrative Unit are provided by funding from the state, which may be augmented by local, federal and state funds. Each region determines the funds available for regionalized services and the responsibilities of the SELPA office. The SELPA policy-making body is designated in the Local Plan to make policy decisions, approve the SELPA budget and Allocation Plan, and direct SELPA operations. Responsibilities of the SELPA include such things as:

- Ensuring Program Availability for all Children with Disabilities
- Governance Committees, including Community Advisory Committee (CAC)
- Assistance with understanding compliance requirements
- Transition Planning
- Program Coordination
- Fiscal Management
- Staff Development
- Curriculum Development and Support
- Management Information System (CASEMIS) Reporting to the State
- Regionalized Services and Program Specialists
- Interagency Coordination
- Program Evaluation
- Budget Planning and Review
- Community Awareness
Special Education Local Plan Area Administrators of California

THE GOALS OF THE SELPAS

Even though there are many organizational structures for a SELPA, all SELPAs have the same basic goal: to deliver high quality special education programs and services to students with disabilities in the most effective manner practicable. SELPAs believe that all students can learn and that students with special needs must be guaranteed equal opportunity to become contributing members of society. SELPAs facilitate high quality educational programs and services for students with special needs and training for parents and educators. SELPAs collaborate with county agencies and LEAs to develop and maintain healthy and enriching environments in which students with special needs can succeed.

Strategies employed to achieve these and the following goals include:

- Responding to specific areas of local, state and public concerns;
- Emphasizing the need for effective special education services to improve educational and life outcomes for students with disabilities;
- Organizing SELPA Administrators for support of common education goals; and
- Defining SELPA governance and organization with flexibility at the local level.

For Special Education Students

- Assuring that appropriate programs and services are provided to meet the needs of each child with disabilities throughout the state.
- Assuring that a full continuum of programs is available to each individual with disabilities served by each SELPA.
- Maintaining programs and services within the SELPA which will allow each individual with disabilities to achieve at a level commensurate with his or her ability.
- Assuring that each individual with disabilities is integrated within and has access to the district core curriculum and extracurricular activities as appropriate.

Assuring the availability of due process rights for students and their parents served in each SELPA

For Special Education Services

- Eliminating duplication of services within and between SELPAs.
- Improving the quality of programs through the use of on-going evaluations.
- Encouraging involvement by parents of each child with a disability in the IEP process.

For Staff

- Increasing awareness of parents of individuals with disabilities through a comprehensive program of parent education.
- Assuring that all certificated and classified staff members achieve professional growth through a comprehensive regional program of staff development.
- Maintaining opportunities for sharing technical resources and information among SELPAs.
SELPA-wide

- Fostering public support for special education through the maintenance of a strong position of child advocacy.
- Assuring that an effective management information system is available to monitor student data.
- Implementing cost-effective procedures and management systems to maximize the quantity and quality of services and programs for the benefit of students with disabilities.
- Maintaining lines of communication with parents, staff and Community Advisory Committee members.
- Maintaining line of communication with all publicly supported agencies providing services to students with disabilities.
- Maintaining lines of communication with the community regarding special education programs and services.
- Maintaining quality regionalized services to support participating districts.