

Glenn County SELPA Governance Committee Meeting

Capay, Glenn County Office of Education, Hamilton Unified, Lake, Orland Unified, Plaza, Princeton, Stony Creek, Willows Unified

September 21, 2021 at 9:00 am

Glenn County Office of Education – Willows Admin Office
311 S. Villa Avenue, Willows, CA 95988

MEMBERS PRESENT:

Jacki Campos	SELPA Director
Jeremy Powell	Hamilton Unified School District
Korey Williams	Princeton Joint Unified School District
Emmett Koerperich	Willows Unified School District
Jim Scribner	Capay Elementary
Patrick Conklin	Plaza Elementary

MEMBERS ABSENT:

Kevin Triance (Stony), Victor Perry (OUSD), Nikol Baker (Lake)

DESIGNEES PRESENT:

Jen Cox for OUSD, Dusty Thompson for Stony

OTHERS PRESENT:

Ronnie Stenquist, Debbie Costello, Jennifer Cox, Dusty Thompson, Tom Cox, Cathy Whitney, Cari Berlin, Mark Duff, Laura Romano, Diana Baca, Philip James

1.0 Call to Order: 9:06

2.0 Pledge of Allegiance

3.0 Welcome, Introductions and Roll Call

4.0 Approve August 17, 2021 SELPA Meeting Minutes: Jen Cox (OUSD) moved to approve. Patrick Conklin (Plaza) Seconded. All in favor.

5.0 Discussion/Action Items

- 5.1** Transition Services: *annual report on services provided through the WorkAbility grant and the Transition Partnership Program by Cari Berlin WorkAbility Grant Manager and Mark Duff Transition Specialist.* Mark Duff presented the annual report for Transition Partnership Program. This program is part of the Department of Rehabilitation federal grant and GCOE works in conjunction with counterparts at the DOR. They work with junior and seniors in their classrooms doing job exploration and counseling, industry tours, business tours, self-advocacy, college and vocational opportunities and work based learning. Students can receive a work based learning job experience, which provides 100 hours of paid work. They have a checklist students need to complete in order to obtain a job. The checklist aligns with the senior project requirements at most schools. Cari Berlin presented the annual report for WorkAbility. She detailed the placements for students who worked during the summer, school year, and those that resulted in a direct hire after placement. This includes students in 9th – 12th grade. The Youth Employment Services (YES) class works with the WorkAbility program to help prepare students for work placement.
- 5.2** Transportation Services: *annual report on services provided by Cathy Whitney, transportation coordinator.* Cathy Whitney presented that annual transportation report on the routes county-wide and the mileage driven by each of the types of fleets in operation. COVID closures and restrictions did provide some roadblocks last year to providing transportation and a reduction in miles in comparison to previous years. She has secured a new bus grant with a new bus arriving this year. The new bus has updated safety features, cameras and built in car seats. Patrick Conklin (Plaza) asked if Plaza had a driver available could GCOE borrow the drivers time to drive one of our routes if we are short staffed. Theoretically, he wanted flexibility to share staff, teachers, aides, drivers if a district is experiencing a staffing shortage.
- 5.3** Educational Related Mental Health Services (ERMHS): *annual report on services provided through the ERMHS program by Laura Romano, ERMHS coordinator.* Laura Romano and Tom Cox presented the ERMHS annual report with the types of services, goals and settings for the students who receive this service. Last year during closures, there was a smooth transition to therapy online using a HIPAA provided software.

When schools re-opened, the clinicians transitioned back into face to face services. When students were quarantined, the clinicians were able to still access the online platform to provide services. In Tier II last year the seniors graduated with diplomas. This coming year it is anticipated all seniors in the Tier III program will earn their diploma. The goal for these services are to support students academically while maintaining their mental health. CANS is an assessment that looks at risk factors in student's lives. Risk resilience is an assessment that measures the skills students are building. Patrick (Plaza) asked what happens when students receive their diploma and move on. Tom Cox shared this is where the transition services of TPP and WorkAbility are critical. Tom reported that Glenn County Behavioral Health may start serving the student or GCOE may refer to private practice. Some students joined California Conservation Corp and several were looking at Job Corp. All of our Eagle (Tier III) students are on path to graduate without needing to use any reduction in credits.

- 5.4** Special Education Dispute Prevention and Dispute Resolution Grant: *plan development and discussion for submission to CDE due October 1, 2021*. ADR grant focus area is on resolving disputes arising from school closures and COVID related issues with early intervention for disputes, alternative pathways to resolve disputes, outreach to families, and collaboration with family empowerment centers. Portions of the money have been allotted to districts based on CDE guidance, with a portion staying with GCOE. The GCOE portion will support regional programs, infant and preschool programs, William Finch Charter & Success 1 Charter. Jacki is asking for districts to decide if they want to participate in the plan for the GCOE program or if they plan to do their own activities with the funds. GCOE activities will include professional development for IEP facilitation, student led IEPs, writing IEPs, general education administration, parent training and community and parent outreach. Debbie Costello (WUSD) at Willows elects to let GCOE use their expertise to provide the services. Plaza would like to let GCOE provide the services. Princeton would like to participate in GCOE services and they would like to send their Dean of Students as well. Orland Unified, represented by Jennifer Cox is looking at doing hybrid of the district consortium and OUSD specific activities. Jim agreed the opportunities to work together benefit everyone and Capay will join the GCOE services. Jeremy at Hamilton would like to join in. Kevin at Stony Creek would like to join in. Jacki is open to any additional ideas, needs, or requests from districts participating in the consortium.
- 5.5** Special Education Learning Recovery Support Grant: *updated information about the grant and plan development and discussion for submission to CDE due October 1, 2021*. This is the larger pot of money to target services, child find, social emotional supports, positive behavior supports, and any other needs student have that have resulted from COVID issues. As an update since the Fiscal Oversight Meeting, Jacki reported CDE changed the match requirement and the match means we spend the funds on activities that "match" the requirement of the grant by matching the resource code provided to expenditures. The MOE issue turns out to be an issue for the state as well as California needs to meet its MOE for the federal government. The state will need to find a way to maintain this level of funding. Jacki is working with the special education cabinet to assess countywide needs. At this time, it has been determined the county needs speech therapy time, clinician time and occupational therapy time. There is also needs in the area of social emotional learning and positive behavior supports. Jacki asked districts to reach out if there are other district specific needs. Patrick would like to see academic instruction added to the list of services. Distance learning created learning loss in reading fluency and mathematics in the Plaza district. Debbie shared a template layout that provides details for keeping track of all dollars related to COVID and will send to GCOE.

6.0 Committee Reports

- 6.1** Fiscal Oversight Committee: *Updates from Meeting on September 7, 2021*: Jim Scribner provided the update on the review the committee did on the models and reminded the group that the original goals in changing the model were around transparency and predictability for districts. Jeremy shared a document that showed the percentages of change for each district between the variations. Jim is leaning towards keeping the current model or model A. Dusty (GCOE) shared that making the model more granular it begins to look at fee for service instead of the insurance model. Debbie (WUSD) shared that Willows receives the biggest hit in these models and she would like more time to dig into the models. She feels it under represents the cost for serving Willows students because of the SDC credit portion. Variation C is most advantageous for WUSD, but she recognizes there is a practice of the larger districts helping the smaller districts. Jeremy (HUSD) would like to get back to looking at the core of what is the purpose of a SELPA and the philosophy of the SELPA. Due to time, the discussion will be closed for this meeting and will continue at the next Fiscal Oversight Committee meeting and the October SELPA governance meeting.

6.1.1: Alternative Dispute Resolution Grant: Update posted in item 5.4

6.1.2: Allocation Model Drafts: Discussion: Update posted in item 5.5

7.0 Information Items

7.1 GCOE Fiscal Report: On Target.

7.2 OUSD Fiscal Report: On Target.

7.3 Staff/Program Updates & Changes

7.3.1 GCOE: Recruiting for Aides and a SLPA.

7.3.2 OUSD: Recruiting for Aides

7.4 Communications:

8.0 Public and Committee Comments on Non-Agenda Items

9.0 Adjournment: 10:56

Public may comment on agenda items during discussion; any non-agenda public comments will be heard under Item 8.0.

***** Next Meeting Date October 19, 2021, Orland, CA – 9:00am. *****