

Glenn County SELPA Governance

Committee Minutes

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

Minutes of November 14, 2023 Meeting

Glenn County Office of Education – Willows Administration Office
311 S. Villa Ave. Willows, CA 95988

MEMBERS PRESENT:

Ryan Bentz	Glenn County Office of Education
Jacki Campos	SELPA Director
Patrick Conklin	Plaza Elementary School
Jeff Ochs	Princeton Joint Unified School District
Amber Calonico	Walden Academy
Emmett Koerperich	Willows Unified School District (late)
Victor Perry	Orland Unified School District
Shane Humphries	Lake Elementary School District
Tyler Rutledge	Capay Elementary School District
Jeremy Powell	Hamilton Unified School District
Emily Pendell	Stony Creek Joint Unified School District

MEMBERS ABSENT:

Others Present: Jen Boone, Arné Stanfield, Dusty Thompson, Christine Taylor, Debby Costello, Molly Lex

1. **Call to Order at 9:07 am by Ryan Bentz (GCOE)**
2. **Pledge of Allegiance**
3. **Welcome, Introductions and Roll Call**
4. **Approve October 24, 2023 SELPA Meeting Minutes**
M: Plaza (PC), 2nd HUSD (JP), **Vote:** Motion approved unanimously
5. **Public Comments on Agenda Items Only: None**
6. **Discussion/Action Items**

6.1. **Desired Results Developmental Profile (DRDP):** Jacki Campos (GCOE) shared a sample of the DRDP Scoring tool and continued a prior discussion about administering the DRDP in Tk/K classes with collaboration between general education and special education staff. This was introduced at last month's meeting and Lalaynia Little, GCOE Program Specialist, had recommended that the tool be brought to the group for their review and reference. Jacki reviewed the domains that are scored, the rubric, and what the ratings mean (e.g. 'building', 'integrating', 'emerging', etc). The group was given an opportunity to review the forms and ask any questions. Jeff Ochs (Princeton) asked about the periodicity of the DRDP, Jacki confirmed that TK students would have it done twice their TK year and twice again their Kindergarten year. Ryan Bentz (GCOE) asked about whether there needed to be further discussion before a motion could be made to adopt this as it would involve the General Ed teachers in completing the process twice a year; Victor Perry (OUSD) indicated that teachers would need to know the 'why' this tool is needed in order to secure teacher buy-in. Jeremy Powell (HUSD) asked what exactly the Governance committee is approving, and Ryan clarified that the affected General Ed teachers at each district would need to be educated on the tool and brought on board as to the purpose. Jacki indicated there are regular trainings and supports that would be available to teachers and the initial training is brief. Victor spoke to the fact that teachers would most likely need to be paid extra time in order to complete this – which would be fine as long as the reason, the 'why', was well understood. Jacki noted the 'why' is for teachers to become more knowledgeable of students and record growth for TK to K pupils which demonstrates compliance to Special Education statewide targets. Patrick Conklin (Plaza) mentioned his concern that this was quite a bit of work for a compliance measure, Jacki noted that right now the data doesn't show growth in preschool and this would provide evidence to support that; furthermore, this is something that the CDE will likely require, rather than recommend, in the future. Jacki and Ryan confirmed that this would also only apply to Special Education students coming up

through TK/K and would be initiated by the Special Education staff; it would not need to be done for every student. Molly Lex (public - GCOE) spoke up to indicate that the tool is not hard to use and is a great tool for getting to know students. Ryan asked if the group would like to entertain a motion to adopt this tool or wait until the committee had more time to review and address the topic again in January. The committee agreed that more time is needed to discuss this with their staff.

6.2. **End of Year Forms:** Dusty Thompson (GCOE) reviewed forms that were previously covered at SELPA Fiscal to provide the committee with an overview of the completed Subsequent Year Tracking (SYT) tests and Maintenance of Effort (MOE) forms for the CA department of Education. Dusty spoke to the staff replacements and the cost savings (\$115K) that resulted in an exemption over last year's expenditures in terms of Maintenance of Effort. Dusty also highlighted the tests that were passed and failed in prior years and how GCOE met the requirements in the current year based on the tests that were passed. OUSD passed two of the four tests whereas GCOE passed one of the four which was sufficient to pass as a whole.

6.3. **Hot Topics in Special Education:** Jacki presented and led a discussion about current litigated cases and their impact locally on placement, assessments, and the Extended School Year (ESY) program. Jacki noted she would like to make a point of reviewing pertinent issues such as these at least once a year. 'Rachel H' Factors were discussed – as these have been under scrutiny recently when it comes to placement decisions during IEPs. These factors take into consideration the academic, non-academic benefits and the effect on the teacher and other students. IEP team are encouraged to discussing these factors and weighing each factor when making placement decisions. When looking at academic benefits this is not limited to progress on general education standards or grade it includes the child progress on their IEP goals. When looking at the effect to other students and the teacher we want to avoid teaching a 'class inside a class' where a teacher is needing to focus on one individual student to the possible detriment of that student and the rest of the class. For the non-academic factors look at the benefit of socialization and placement in the General Ed class weighed against the effect on other students and time available to educational staff. The final factor is cost – which would not be in the purview of case managers and service providers but would be a consideration of administration.

Jacki then reviewed the Larry P v. Riles case – where IQ tests were used to move African-American children between classes without parent knowledge. Students were deemed as 'educable mentally retarded' and 'non-educable retarded' with an evident racial disparity; IQ test were a product of Eugenic movement. This practice was litigated several times with the court repeatedly affirm that IQ test are bias and should not be used with African American students. While the court removed the injunction for all disability categories and kept it for intellectual disability, it was still not permissible to use the IQ test. The CDE issued a memo to the field there was no need to use the discrepancy model when assessing for learning disabilities and to avoid using the tests when ID is suspected. The Ca Association of School Psychologists (CASP) issued a letter to the field recommending the use of IQ tests for Black students unless Intellectual Disability is suspected. School attorney's throughout the state have issued strong guidance against using the IQ tests. Locally we agreed to continue to avoid the use of the IQ tests. Lastly, Jacki reviewed the requirements surrounding Extended School Year (ESY) which were put into place to help students avoid regression during the summer months and a delay in getting back on track when school resumes. ESY programs, by nature, focus on Special Education students and practices rather than General Ed. The shift that has taken place means that General Ed instruction need to be as available just as it was during the school year which wasn't necessary in the past. Legal advice is to document attempts to provide General Ed and note the ELOP programs available. LA Unified was involved in litigation in M.C. vs LAUSD that focused on placement in the Least Restrictive Environment (LRE) and the responsibility of the district in meeting this mandate during the summer months; the convenience of offering an established summer program cannot supersede a student's best interests as laid out in the IEP. Jacki noted this is specifically in relation to children with regression and recoup concerns: regional program students. This may be a move toward year-round school for these students and could have more of an impact on Glenn County programs in the future. Program Specialists and teachers will be encouraging parents to the current model of a 20-day ESY program but, ultimately, the parent has to agree to the reduction in General Ed hours. Additionally, OT and PTs usually don't usually work during the summer, and if a parent so chose, their services would also be required during those months which presents a potential staffing/hiring issue.

6.4. **Medical Therapy Units:** Jacki presented some slides and spoke about the connection between Glenn County HHS and SELPA to provide services through California Children's Services (CCS). Jacki noted that there have been a lot of questions as to why we have a Medical Therapy Unit and about the space it occupies. In 1927, an agreement was made and established into law by 1945 that led to the creation of the Medical Therapy Units and made them a requirement for counties within a public school environment. The local share of the requirement is

to provide a building for CCS – California Children’s Services – so that agency may provide specific services. The eligibility requirements are California residency and a medically eligible condition. It was noted that there have been a lot of questions about these classrooms and whether they are/are not a good ‘use of space’ – but Jacki clarified that this is not a SELPA decision. Jen Boone (OUSD) and Victor Perry brought up that the space currently in use may not meet the space requirements, but Jacki noted that HHSA has approved its use given its location on the school campus. Debby Costello (WUSD) asked if the space was being under-utilized and if it could be expanded to the public for cost recovery. Jacki clarified that SELPA is required to provide the space, CCS provides the staff and equipment but only allow their people to operate there. Currently, OUSD is supporting the SELPA in meeting this mandate by providing that space.

7. Committee Reports

- 7.1. **Fiscal Oversight Committee:** Patrick Conklin (Plaza) reported on the November 6, 2023 meeting, second of the program year, which reviewed End of Year forms, Regional Host Credits, positions created with the Learning Recovery Grant, and the Allocation Model. The Regional Host Credit rates were reviewed and will be discussed further at future meetings – with a special meeting in February so that districts could review their data and actual expenses to provide a better alignment between costs and the credit. Additionally, staff that were hired and retained as part of the Learning Recovery Grant were reviewed as part of the overall shift toward greater transparency requested by SELPA group when it comes to staff hiring.
- 7.2. **Meetings:** special meeting scheduled for February 5, 2024 and next scheduled committee meeting March 11, 2024.

8. Information Items

8.1. Fiscal Report

8.1.1.GCOE Fiscal Report - Arné Stanfield (GCOE) spoke to the current report and spending that has been seen at this point in the year. As a whole, the programs are under budget with the Mild/Mod and Regional Programs needing further adjustment at first interim. An additional FTE Position report may also be provided in the future after it is reviewed at the Fiscal Committee to determine if it provides sufficient information.

8.1.2.OUSD Fiscal Report – Victor Perry (OUSD) reviewed the Orland reports as Jen had to leave and indicated they are in the packet for review of the group.

8.2. Staff/Program Updates & Changes

8.2.1.GCOE - Jacki reported that there is a vacant preschool teacher and another teacher that is looking to break their contract once a replacement is found. There continue to be several aide openings (8-9) that are still being advertised, and the department is currently down a School Psychologist; the current School Psychologists are picking up that caseload as best they can. Mary Byrd will return part-time from retirement to do some preschool coordinating and support the vacant positions.

8.2.2.OUSD – Victor Perry (OUSD) – OUSD currently has a School Psychologist opening, they are currently using Tele-Psych – which isn’t ideal but is currently working as a stop-gap. OUSD is also looking for two Ed Specialist at High School. They had interviews for staff but those candidates did not show.

9. Communications: *None*

10. Public and Committee Comments on Non-Agenda Items: *None*

11. Adjournment at 10:11 am

***** Next Meeting Date January 23, 2024 Willows, CA - 9:00am. *****