

Glenn County SELPA Governance

Committee Meeting Minutes

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

Minutes of October 24, 2023 Meeting

Glenn County Office of Education – Orland Administration Office
131 E. Walker St., Orland CA 95963

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, Darren Massa, Arné Stanfield, Dusty Thompson, Molly Fiorella, Judy Holzapfel, Lalaynia Little, Mark Duff, Christine Taylor, Tiphonie Lopez, Cora McIntyre

1. Call to Order at 9:06 am

2. Pledge of Allegiance

3. Welcome, Introductions and Roll Call – all here

4. Approve September 19, 2023 SELPA Meeting Minutes

M: HUSD (JP), 2nd Plaza (PC), **Vote:** Motion approved unanimously

5. Public Comments on Agenda Items Only: *None*

6. Discussion/Action Items

- 6.1. **Best Practices:** The Plaza superintendent (Patrick Conklin) shared a presentation highlighting the best practices for hosting a regional program in the spirit of making sure that all SELPA members are on the same page. The Plaza regional program precedes Patrick, but he has been involved as a teacher and an administrator and seen the value of the services provided to the students. Administrators encouraged to look at these students as their ‘own’ – even if not collecting the ADA, and keep them involved in the mainstream activities of the school to the extent possible depending on their IEP. Patrick: think of the students and parents as ‘pirates’ -regional programs allow for a consistent place for them to land along with opportunities for better integration and increased services to students. Additionally, there is often more benefit to the General Ed students as a result of these programs, providing exposure to diverse populations.
- 6.2. **Transition Services:** To begin: Jacki Campos (GCOE) shared a video on hiring people with disabilities (hiringchain.org). After, there was the annual report on services provided throughout the WorkAbility grant and the Transition Partnership Program (TPP) by Mark Duff and Cora McIntyre, Transition Specialist(s). Mark presented on behalf of Cari Berlin (Workability Specialist) as she was unable to attend.
- Mark, and Cora introduced themselves and presented on TPP – up to 300 hour paid work experience (100 to start) starting when kids are a junior in High School and approved by Dept of Rehabilitation with a work contract that reimburses the county office for the work placement. They are hired on as GCOE employee. Activities are promoted by Cora and Mark and Cora specifically works with local employers to onboard student employees. Many students that began with TPP end up getting hired by their placement. Mark presented end of year outcomes – 36 students placed in 2022-23. Most students did up to 100 hours and a few did up to 300. Mild/Mod

students and Regional Program students are able to participate. Tours are provided to students to look at different employment options (Beauty College, Costco, Mall, etc) as well as trade options (welding, automotive, etc). Jen Boone (OUSD) asked if there was a dollar limit set by DOR for the region, Mark and Cora explained that they have been able to meet or exceed their goals, but it is limited more by the personnel available to administer the program rather than the funds. Jacki clarified that Mark is 1.0 FTE while Cora is .4 FTE (2 days a week) for the TPP program.

- Mark and Cora continued to present on Workability – 59 students placed in jobs last year – Students with IEPs and younger students can be involved. Cora spoke to an 8th grade engagement event coming up and students being involved in helping clean GCOE fleet vehicles as an example of work opportunities. Workability services are available to all students with an IEP, if more experience is wanted/needed, TPP and Work Experience (WEX) is the next step.

6.3. **Desired Results Developmental Profile (DRDP):** Jacki started a discussion about using the DRDP in TK/K classrooms as part of a strategy to ensure growth in indicator 7 (Preschool) as part of special education compliance. She gave a brief overview of what the DRDP is: an observation done by preschool and kindergarten teachers focusing on preschool domains rather than academic domains. Jacki provided examples of the reports that are available upon completion of the DRDP. Reports provided insight into child outcomes and Jacki played an informative video about the data collected and made available. Afterward, outcome reports that have been collected so far were reviewed. Due to the fact that children are assessed for only a short time, some indicators are coming up as being below the target identified by CDE. DRDP adoption across all of Special Education is likely coming from the CDE, but to do this now will need buy-in and education for general ed teachers. There is a half-hour training available for teachers. Emily Pendell (SCJUSD) asked how long it takes to administer the DRDP, Lalaynia Little (GCOE) spoke to her experience and how she does it ‘measure by measure’ for the whole class rather than ‘student by student’. Molly Fiorella (OUSD) gave context as to how it works with Mild/Mod students and that more collaboration would be involved between Special Education and Gen Ed staff. Lalaynia asked if it would be helpful to share the DRDP tool and the indicators/measures in preparation for adoption of the DRDP standards. Jacki will bring this back in the next meeting.

6.4. **Special Education Compliance Monitoring:** As a regular feature of the SELPA Governance meeting, Jacki covered any updates and/or changes to the activities required by CDE for compliance monitoring of Special Education programs. This is more of an informational item, but there have been many updates recently and smaller schools have been going through compliance monitoring while HUSD is going through Comprehensive Coordinated Early Intervening Services (CCEIS). Jeremy Powell (HUSD) indicated many of the activities being done as part of CCEIS have been very helpful to students.

6.5. **Final Grant Reports:** Jacki gave a quick overview of the spending and completion of the Dispute Prevention & Dispute Resolution and Learning Recovery Grants. Two – three years ago, these funds became available as a result of COVID relief spending with a large amount available to Glenn County to be spent within three years. Jacki identified the amount of funds that were used and what was accomplished with them along with students served. Victor Perry (OUSD) asked for clarification on staffing hired with these one-time funds, and Jacki confirmed that any staff hired with those funds were folded into the model; they would have been hired but these funds helped establish the position and pay for them for the first couple of years.

7. Committee Reports

7.1. **Fiscal Oversight Committee:** Patrick Conklin (Plaza) reported on the October 16, 2023 meeting that examined budgets vs actuals, expenditures, and general education credits. Patrick summarized the discussion that was had and the questions raised as to why there was a discrepancy between budgets and actuals – which was largely due to staffing vacancies that were open throughout the year. The GE Credit was also reviewed and how Regional Programs can get a credit for mainstreaming students even though they are not receiving the ADA.

7.2. **Next Meeting:** November 6, 2023

8. Information Items

8.1. **Pumpkin Run Overview** – Jacki reported on the 2nd Annual Pumpkin Run that took place October 14 – with community focus and plenty of attractions (snow cones, face painting, etc) for children and families. It is funded through the ADR (Alternate Dispute Resolution) Grant – and 22 children and 58 adults participated with \$886 brought in which will go to support the Olympiad and defray the costs of shirts being made.

8.2. Fiscal Report

8.2.1. **GCOE Fiscal Report** - Arné Stanfield (GCOE) spoke to the current report and spending that has been seen at this point in the year.

8.2.2. **OUSD Fiscal Report** - Jen Boone (OUSD) reviewed the Orland reports and noted that there has been some

questions that Orland has had with revenue splits and how dollars are allocated. There will be a follow-up meeting between GCOE and OUSD to clarify that further.

8.3. Staff/Program Updates & Changes

8.3.1.GCOE - Jacki reported that several aide openings (8-9) are still being flown, and the department is currently down a School Psychologist so the current School Psych's are picking up that caseload as best they can. GCOE found an OT through a traveling company and she will be available Mid-October through June – Occupational Therapy positions are now fully staffed again and a permanent OT position will be flown next year.

8.3.2.OUSD - Molly Fiorella (OUSD) – OUSD currently has a School Psychologist opening and Ed Specialist at High School. Positions are being interviewed later today.

9. Communications - *None*

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

11. Adjournment at 10:08 am

***** Next Meeting Date November 14, 2023 Willows, CA - 9:00am. *****

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