



San Joaquin County SELPA

COUNCIL OF DIRECTORS MEETING

January 19, 2022

MINUTES

COD

Present

Brandie Brunni – SELPA
NelLanie Kilgore – Banta
Wendy Frink – COSP
Monica Vallerga- County Programs
Nelarie Romo – Escalon
Monica Emeldi – Jefferson
John Saylor – Lammersville
Thomas Crocker - Lincoln
Jamie Hughes – Linden
Jody Burriss – Manteca
Steve Payne – New Jerusalem
Lisa Mazza- Ripon
Sean Brown - Tracy

Absent

Silvia De Alba - Venture

Support

Deanie Coleman – SELPA/ED Serv
Staci Johnson – SELPA
Susan Scott – SELPA
Frank Souza – SELPA
Justin Albano – SELPA
Tracy Troche – SELPA

Brandie called the meeting at 8:50 a.m.

Approval of minutes-Brandie

The minutes September 15, 2021, and October 13, 2021, were unanimously approved.
Public Input Session (10:15 a.m. – 10:30 a.m.)

There was no public input.



Finance Report – Brandie

There is no financial report

CY January AB602 – Austin

The January budget is provided at this time for an update on current year numbers. The last time we reviewed AB602 would have been for the May budget. At this point in time we review all of the changes that have occurred and put them in a model. We will start with assumptions which are the highlights for what has been put into the model. For 2021-2022 COLA was added at 4.05%. ADA has been updated as of First interim projected numbers. There are also changes in the LCFF and any taxes that might have been already updated by that time. We also update county program expenses at this time, which would have been adjusted for the salary schedule settlement after the budget model was completed. On page two we compare the numbers to the May budget. On the right hand column are the notes to what has changed. The majority of the change happened in the statewide target rate being increased to \$715. Even with the salary settlements there was an overall decrease in county programs expenses. This is due to large amount of vacancy attrition. Line 7 of the chart shows the increased property taxes and district LCFF transfer. Charter decline - (funding on prior year) once we get the prior year away we won't see any more declines in this since we don't see any charters leaving. (TLC & Insight left the SELPA for 20-21, 21-22 is funded on PPY ADA, therefore, creating a reserve). Lines 24-34 is the amount of funding going through to each one of the districts. We will go to page 3, where the model is compared to how we finished last year with the accrual model. The revenue explanation is similar to the previous page as the statewide target rate was increased to \$715. At budget development all funding that was stripped due to prior year fallout, i.e. unfilled position and reduced expenses due to COVID are added back in. Over the years those dollars will fallout if the position is not filled.

Austin reviewed the SELPA Comparisons of Funding Models, Columns, C, Column D, and Column E for the Council of Directors. Austin went over the differences and the explanations of the columns.

CY January Review Excess Cost Transportation – Austin

Austin Reviewed the *Excess Cost for Transportation of Special Education Student chart*. The chart shows the School District of Residence, and the various columns (Estimated Annual Ridership, Estimated Annual LCI Ridership, Estimated Adjusted Ridership, Estimated Rate per Ridership, and Estimated Excess Costs. Ridership has gone down a little bit due to the lack of rides due to school closures, COVID shutting down bus routes and lack of riders that are hired by First Student as they are facing a shortage. Compared to PY annual costs appear to be up, but that is because they agreed to pay for a set amount of rides per month times a 30% discount. Starting July 1st, we began getting charged for the full amount of rides actually taken by our student. Overall the costs are lower than we had at budget development as we were assuming full back to school and that still has not materialized in transportation. The costs for each district is on Page 2 as of our most current projections.

Special Education Prelim Budget Calendar – Austin

Austin briefly went over the *Special Education Prelim Budget Calendar*- after the COD reviews growth proposals, they go to a vote on February 9th. The Special Education Finance Committee will meet on February 25. Once the AB602 Preliminary Budget gets approved it will be emailed out in March or April. May 31, the Business Dept. will email the 2022-23 AB602 May Budget.

Governor's Proposed 22-23 Budget – Brandie

On January 10, the Governor came out with a proposed budget, but it can change throughout the budget cycle. The budget has to be approved by the assembly/state no later than the end of June.

- 5.3 COLA applied to base including low incidence funds. The current base is \$715, add 5.33% to that.
- 500M to increase to base funding.
- 19-20 Statewide target was \$545 (we were not at the target). 20-21 - \$625 some received more, smaller SELPA. 21-22 - \$715 COLA plus 550 base rate: \$820. We were excited when we got to the \$545, now we are looking at \$820, this is a big win for Special Education.

Policy Built-in for Proposal:

As a SELPA we are in decline, but we have a couple of districts that are growing, for example, Lammersville. What they are recommending through the budget will be based at the LEA level, will fund through SELPA, but dollars will be based at the LEA level.

The 2019-20 State Budget called for policy changes underscoring the state's commitment to improving special education instruction and services, and the Governor proposes these policy adjustments as part of the \$500 Million special education funding proposal: Change is based at LEA level, funds still come to SELPA for determination for the governance. This could be a real win for a lot of SELPAs, more dollars that will flow through. Current projections show little change for our SELPA.

Amend the special education funding formula to calculate special education base funding allocations at the LEA level rather than the SELPA level, but retain flow of funds to SELPAs

Consolidate special education extraordinary cost pools into a single \$6million pool

Allocate Educationally Related Mental Health Services (ERMHS) funding (which was made flexible in 2020-21) directly to LEAs. Would it go directly to the DOR or the DOS? When we talked about the preschool dollars the dollars do not flow to the DOS. County programs do not get any funds for County Programs, if they did go to DOS then County Programs would have received preschool dollars. ERMHS funds can be used for non-special ed students. We don't know what the intent of the governor is if it goes to DOS or DOR? If it is used for general ed is their discussion of MOE? It can be used for general ed now and it can impact your MOE. 20-21 first year can be used for general ed.

Will the ERMHS funds affect the NPS? Discussion in the SELPA to see how it flows. The governance council may want to review the options.

Incorporate a Special Education Addendum to the LCAP.

LCAP

We have the SEP plans and CSSIS plans if you are in dispro. They are building an amendment to LCAP for special education. It will have to have parents as part of the decision-making, and the whole LCAP as part of the process. Getting away from the separate plans that we have done in the past. Back in 19-20 they had put in a statewide IEP template and looked into a computerized form throughout the state (study through West Ed) -they have budgeted to create an IEP template.

Looking into establishing an alternate diploma similar to what Frank presented in the last COD. To establish another alternate track of diploma.

Investments:

\$500M one-time funds for infrastructure in inclusive classrooms

Preschool \$110.6 M to the State preschool program

Early Literacy:

\$760M one-time in early literacy efforts within Prop 98

Outside 90

\$2M on-time to incorporate early identification for learning disabilities

\$10M to develop

Early Childhood

\$849K to strengthen the transition process Part C to Part B

\$10 M

\$3.2 M for IDEA

\$1.2 to improve inclusion services

Dyslexia Research

\$10M on time to support the Univ Cal Dyslexia Center

Monica likes the base rate-huge signification change. Not changing AB602 and the structure of AB 602.

SELPA SUPPORT/STAFF DEVELOPMENT

LI – Justin

- The current budgeted amount left to spend for the 2021-2022 school year is \$57,111.62. The amount already spent for this school year on specialized equipment/materials/services is \$611,409.25. Funds that were approved to be used to pay for contracted services to serve LI students will be returned to the LI budget as another budget was used to pay for those services in order to meet MOE. The LI budget report will show an increase of money available to spend in the near future.
- Current number of LI requests: 57. There are no pending requests.

Trainings

Maximizing Student Engagement: Minimizing Disruptive Behavior

January 20th, 2022

Webinar/Zoom

1:30 PM - 3:30 PM

Autism Spectrum Disorders from A to Z: Assessment to Zany Conversation

January 21st, 2022

Webinar/Zoom

1:00 PM - 4:00 PM

Evidence-Based Practices for Students with Moderate to Severe to Profound Intellectual Disabilities

January 28th, 2022

Webinar/Zoom

1:00 Pm - 4:00 PM

LSH Symposium

February 1, 2022

“Speech-Language Pathologists and the Language-Literacy-Dyslexia Connection:

Reading Between the Lines”

Virtual Training

IEP Facilitation Training

Presented by Key2Ed

Week of March 21-25, 2022

Part live virtual training (3:00-5:00 daily) and part self-study (1-2 hours daily)

COMPLIANCE/STATE REPORTS/DATA REPORTS

CALPADS -Updates – Susan/Staci

Fall 1 amendment windows closes on Friday, January 28, 2022, at 10:00 p.m. (this was on the Flash). There will be no extension to the Amendment Window deadline. Please take care of all of those errors that roll back from fatal to warnings (132-168) -make sure you are correcting that. SELPA does have to certify as well.

Staci mentioned there were some great sessions at ACSA last week:

CDE is interested in overdue Tri's -pulling 16.7 and 16.8 - FYI

LRP national conference – Louisville KY - SELPA will sponsor the registration for the directors. District's covers the room/flight and transportation. Utilize ADR for that sponsorship-with ADR dollars

Equity, Disproportionality and Design – Ryan Estrellado South County SELPA

Ryan showed us a PowerPoint on how to communicate and talk about Risk Ratio Scores.

Tips:: Use the risk ratio sentence frames to learn ways to interpret and discuss. If you're teaching someone else, use an I do, We do, You do format. There are handouts for practice and also for teaching others. Download the lessons: [bitly/15_min_dispro_lessons](https://bit.ly/15_min_dispro_lessons). Email Ryan at: restrellado@sdcoe.net, next lesson will be How to Calculate Risk Ratio Scores.

SEIS NEWS AND UPDATES

SEIS Updates and Announcements – Susan/Staci

PROGRAM AND INSTRUCTION

CARES -Susan

We currently have 7, and there is room for ED students that are not on the spectrum.

WorkAbility – Frank

Student placement for 2nd semester has been delayed due to students and staff with COVID issues. Still placing students, but running into staffing issues. Brandie asked how the sites are doing.

TUSD mentioned they have been hit hard. Many district office staffing going out to the school site to help out. They are following all the state and county guidelines. Many sites have multiple SDC teachers out so trying to help out as they can.

Goals ELD-Jamie

Is it possible to have professional development in this area? SELPA can do some research and get some training on this. Jamie will work with Staci on this.

English Learner – Jamie

Foster Youth Update – Mark – Table this

Notification of Placement – Jody

Jody wanted to know what districts are using the NOP form. Many times the district receives the NOP, but there is not any back up paperwork and they do not know who has the educational rights. MUSD has always used it for the past 20 years-we have had two incidents the last two months we did try to

take the form without all the paperwork. NOP (regardless of the situation). Foster youth placement form social workers are supposed to fill out. The issue with Foster Youth is you have to place them right away. Many times we don't have the IEP in place, and they want placement. We don't want to place and then have to move a student. Wendy asked if each district has a foster youth liaison? There is a law that you have to have an education packet for the student.

Brandie is sending a note to Susan on the laws of foster youth-current practices and what we need to do. Notice of Placement – NOP

Jody-shelter students coming- the iss is we are finding it is not a short time placement it's becoming longer. We will bring this back to the council.

REGIONALIZED/COUNTY PROGRAMS/STUDENT SERVICES

County Program Update– Monica Filoso

There are some changes to administration, Anna Tyson moved on and went to a different district to be a Vice Principal. As of Friday, Enrique Lopez is now the administrator for Redwood School. He also oversees the Believe Lincoln sites. Enrique's position as a Director I is posted. Monica shared who was covering Director I classes. Katy is out on maternity leave. Monica shared who is covering Katy's classes.

Staffing- County Programs are utilizing any and all certificated staff including administrators-might be sitting in a class but facilitating IEPS.

First Student - There are many bus drivers out at First Student. In addition to that, our IA's are dropping off. The administrators should be communicating with you if a classroom is interrupted. County Programs have updated their guidance to get students back in school and keep students in school, following new guidance for our staff as well. Jody noted that the admin for MUSD is communicating well with us and wanted a shout-out to them. Brandie asked how many were positive last week? 107 on quarantine last Tuesday all symptomatic. Many students are testing positive.

Charts and Graphs

Looking back to the year prior 2020,-we had 287 referrals even at a comparison we are still up by 100 referrals. Transfers 38 to 61 (immediate placement).

As we know as Spring moves on, we see that number rise in preschool referrals.

Reminder: Year-by-year comparisons, and a snapshot of January 10th to this year Jan 10th is taken each year.

District Referrals:

We separate the types of referrals by district and by FHI. We pull preschool out of this count. We have totals from last January to this January. Totals of preschool last year 140 this year 222. Regional centers are seeing the same growth. Overall 385 to 250 referrals this year from last year.

District Referral Comparison: The January 10, 2021 line is there to compare the number of referrals this year versus last year by FHI code. The total number of referrals received since 2017 compared to January 10, 2022, was shown on the chart.

Students served in County Programs chart:

The blue row is the current year's total, and the yellow row is the last year's total. Data shows per district what usage is and ADA which should be equivalent; however, there are some districts with more usage than ADA.

Growth – Monica

Monica presented the growth proposals to the Council of Directors:

Growth Proposal #1 – 2022-23 Intermediate HS ESN #1

- Current number of high school ESN classes: 6
- Current class size average: 12
- Students leaving high school ESN: 14 (moving to YA ESN)
- Students leaving Intermediate ESN, projected for county high school ESN: 30
- High School ESN referrals during 21/22 to date: 5

There is a projected increase of 19 students in the high school ESN program for the 22/23 school year. To maintain program efficacy appropriate class sizes, and allow for additional referrals to be placed in the high school ESN program during the remainder of the 21/22 school year and the 22/23 school year, 1 additional high school ESN class is needed.

Growth Proposal #2 – 2022-2023 Intermediate SH #1

- Current number of Intermediate ESN classes: 15
- Current class size average: 12
- Students leaving primary autism & primary ESN, projected for county intermediate ESN: 59
- Intermediate ESN referrals during 21/22 to date: 14

There is a projected increase of 26 students in the intermediate ESN program for the 22/23 school year. To maintain program efficacy and appropriate class sizes, and allow for additional referrals to be placed in the intermediate ESN program during the remainder of the 21/22 school year and the 22/23 school year, 2 additional intermediate ESN classes are needed.

Growth Proposal #3 – 2022-2023 Intermediate SH #2

- Current number of Intermediate ESN classes: 15
- Current class size average: 12
- Students leaving intermediate ESN: 33 (moving to high school ESN)
- Students leaving primary autism & primary ESN, projected for county intermediate ESN: 59
- Intermediate ESN referrals during 21/22 to date: 14

There is a projected increase of 26 students in the intermediate ESN program for the 22/23 school year. To maintain program efficacy and appropriate class sizes, and allow for additional referrals to be placed in the intermediate ESN program during the remainder of the 21/22 school year and the 22/23 school year, 2 additional intermediate ESN classes are needed.

Growth Proposal #4 – 2022-23 Primary ASD #1

- Current number of primary autism classes: 23
- Current class size average: 12
- Students leaving primary autism: 48 (moving to intermediate ESN)
- Students leaving preschool autism, projected for county primary autism: 85
- Primary autism referrals during 21/22 to date: 33

There is a projected increase of 37 students in the primary autism program for the 22/23 school year. To maintain program efficacy and appropriate class sizes, and allow for additional referrals to be placed in

the primary autism program during the remainder of the 21/22 school year, additional primary autism classes are needed.

Growth Proposal #5 – 2022-23 Primary ASD #2

- Current number of primary autism classes: 23
- Current class size average: 12
- Students leaving primary autism: 48 (moving to intermediate ESN)
- Students leaving preschool autism, projected for county primary autism: 85
- Primary autism referrals during 21/22 to date: 23

There is a projected increase of 37 students in the primary autism program for the 22/23 school year. To maintain program efficacy and appropriate class sizes, and allow for additional referrals to be placed in the primary autism program during the remainder of the 21/22 school year, 2 additional primary autism classes are needed.

- Cost break down growth proposals. We build in the teacher/IA;s and the providers.
- ESN because older students, we reduce the amount of IA support-reduced the support in terms of related providers.
- Providers are reduced even further which is reflected in the overall cost.
- 5 classes- to support our increased enrollment, be able to take in district referrals. Referrals from districts have increased 135, normal year increased by 100. Referrals are not stopping and we want to take the district's students.

Open up for discussion:

- Total Cost-we need to see the impact on the budget, once we approve the classes of the COD council. If our COD wants to move forward, we need a 1st and 2nd and we have a poll for that.
- Is it possible to have the cost before we vote on the 5 classes? 1.7 or 1.8M for all five classes not reflective in a number to your district.
- If we move forward with this, any of the funds the governor proposes we don't include this. 1.88079 M for all five classes
- As districts, we split that or based on ADA? The model works on the percentage of ADA associated with districts. If your finance piece rate is going up you can figure out what the percentage is for your district. The overall amount is going to change once the new budget comes to play. If the budget goes up to 820, overall funding goes up by a lot, the funding factor has come back with impacts of funding factor.
- On February 9th we will use the current model and the current rate to see what the funding factor is and when the official vote is. This meeting is justified and the cost makes sense and seeing how it will affect your districts and the impact on 2/9..
- Location of classes? The need is in the MUSD area, we may ask for facilities MUSD and Tracy for most of the classes in terms of where the students are located as far as DOR. The number of classes we need won't change. But if we need our TK not in our preschool but move into a TK program but the classroom may change. Primary autism instead of TK, 2, 3 may be Pre-3.
- Brandie wanted to know if Monica looked to any classes to shift to meet needs?

The autism program shows in our data that it is, increasing every single year. Our students, our primary, K-4 numbers are decreasing and have been. Converting primary ESN to a primary autism-so didn't bring the 3 proposals if we convert. Preschool programs did not bring forward

or proposals, super high cost. We know space is tight in preschool autism, if this TK rolls out, we would be serving 3-year-olds in four preschool programs. We could have the change in TK programming and we could have something in mid-year if we continue to serve TK's.

- Lisa- potential for the tweeners to be services in county programs didn't know if that was still open for discussion or case by case depending on classes we have open. Good question, in terms of referrals we are not getting many tweener referrals. We are seeking to serve our Mod/Sev population to support preschool. So we are no longer to have the higher function classes with ED or Aut. They would have to be placed in the mod/severe.
- Brandie is going to ask that it's a hold item to see if we need to develop a tweener program. For the smaller districts, it may be a need. Our structure is based on a majority vote, and if that is what districts are looking for that is something we can look for.

Brandie did a poll to see what the desires are for our districts.

Growth Proposals:

1)Support all 5 growth proposals being moved forward or review budget implications. Single choice

2)Does COD desire County Programs to develop a tweener program for more moderate students? (single choice)

1) Two said no-20% - MUSD stated they are adding programs in their district's preschool and another preschool in the fall. Anticipating growing our districts.

- Other districts didn't want to say who voted no.
- What about intermediate students? Looking at a change proposal or no proposal? 80% yes
- 60% yes 40% No: 6 people who want to look at a tweener program. What districts? Nelarie (Escalon), Lisa (Ripon) stated primary and Intermediate level 7-8-9ish. (one class or multiple Brandie asked) Brandie needs to know how many classes? Banta is (NelLaine) needs preschool autism mild/mod we are contracting with TUSD but as far as numbers and projections Banta doesn't know.
- Lisa (Ripon) said one in primary and one in HS level if you need to know. TUSD hit at primary K, 1,2 autism/ed seemed to be hit hard.
- Decisions were made by districts to develop growth proposals for 1 preschool, 1 primary, & 1 intermediate/high school "tweener" class (3 total).

COMMITTEES/COMMUNITY ADVISORY COMMITTEE

CAC – Justin

- The next meeting will take place on February 17, 2022, from 6:00 - 7:00 p.m. through Zoom. Zoom meeting information can be found on the CAC page of the SJCOE website.
- At the last CAC meeting, there was a discussion about parent recruitment and how to get the word out regarding CAC to families within our SELPA. Currently, there are only two parents involved with the SJC SELPA, and both are representatives from Manteca Unified School District and are a wife and husband pair. Some ideas regarding recruitment are to inform teachers more about what CAC is and how it can be a resource as well as support for parents of students with disabilities. Another for parent outreach is to provide CAC meeting information in a district newsletter/digest. One other idea suggested was to provide CAC information again at the end of the meeting as a friendly reminder of CAC and how it can be a resource and support for families of students with disabilities.
- A training topic that was discussed was transition, ranging from Pre-K, middle school to high school, and from high school to young adult. I have been in contact with two Program Specialists within our SELPA to provide the training as they have provided training for a district within our

SELPA.

- Challenger Baseball and Challenger Basketball season is coming up. Flyers have been provided to the SPED Directors.
- There is currently one open educational representative voting membership position available as well as various district parent positions available.

SJCOE County Programs Subcommittee

- Interested directors have contacted me.
- The date and time of the first meeting will need to be scheduled. I will get in contact with all interested parties and provide agendas and topics of discussion.

UPCOMING DEADLINES

SHARING

Meeting adjourned: 11:30 a.m.