



fresno county superintendent of schools



Special Education Local Plan Area
Trina Frazier, Chief Student Services Officer

Operations Committee Meeting

February 7, 2019

9:00 a.m. – 10:30 a.m. † FCSS, Room 270

Minutes

Members: **Region I:** Andrea Valadez **Region II:** Gloria Regier, Anthony Evaristo, Joy Bratton, Cindy Shreiner, Jason Stricker, Diane Gischel-Lingo **Region III:** Tod Tompkins, Catherine Mears, Karla Ceballos-Lopez, Keith Mackey, Melissa Andresen, Denise Bedoian, JoJo Reyes, Jeff Moore, Evelyn Diaz **CAC Representative:** Marlene Pena **Region IV:** Tangee Pinheiro **SELPA Staff:** Eddie Davidson, Romy Chachere, Laura Wascher, **Guests:** Liza Stack, Heather Gomez, Trish Small

I. Call to Order

The meeting was called to order at 9:00 a.m.

T. Frazier

II. Introductions

Trina had members introduce themselves.

T. Frazier

III. *Adoption of Agenda

C. Schreiner / J. Moore

T. Frazier

IV. *Approval of Minutes of January 15, 2019, Meeting

C. Schreiner / A. Valadez

T. Frazier

V. Communications

None.

R. Chachere

VI. Standing Committee Reports

1. **Executive Committee- February 4, 2019**

T. Frazier

VII. Information and Reports

T. Frazier

A. Administrator's Report – Highlights of Current Information

1. **Behavioral Health Update**

Trina Frazier, Chief Student Services Officer, informed members that onboarding efforts for year two districts are in progress, to allow sufficient time to schedule staff professional development training. Condensed versions of trainings for year one are ongoing. Trina recommended year two think about these trainings when planning their professional development calendars until onboarding meetings are held, full version trainings will be available in August 2019. Trish Small, Director of Pupil Personnel services, will be sending out available training dates within the next week. Training options are available in one full day of training or broken up into sessions. Flexibility is available on the preferred breakup of sessions. Year 1 districts have been offered a condensed version for now and a full version will be available in

August for year two districts. The trainings are required for all staff. It is primarily focused on trauma but covers areas of mindfulness, verbal de-escalation techniques, referral process review and identifying signs of mental health issues. Trina believes the training is a vital component to ensure success. She also shared she is seeking an additional training to allow for more training dates, while also ensuring consistency across the board with trainings and trainers.

2. ***Bill Updates**

Trina has shared the bill update of AB2083 Foster Youth Trauma Informed System of Care. The bill states that each county is to develop and implement a Memorandum of Understanding (MOU), setting forth the roles and responsibilities and other entities that serve children and youth in foster care who have experienced severe trauma. One requirement will be the formation of the state level task force. The state level task force must develop a MOU with each county. At the time, it is unsure who will lead the development of the MOU. The bill is looking into removing systemic barriers around information sharing, which has made it difficult in providing appropriate services without duplicating. The bill provides information on creating an information-sharing pathway. Trina will be providing updates on who will be leading the MOU.

Trina also shared an author received a request for a fetal alcohol syndrome bill as meeting criteria for eligibility under other health impaired. The bill will not be addressed this year, but it is something to be aware of for next year.

Trina has informed the committee that under the Governor's budget proposal, the governor has set aside a proposal of \$576,000,000 in funding for Special Education. It will not be until the May Revise that the proposed funding will be confirmed. The funding is primarily funded through grants.

Trina shared The California Department of Education (CDE) is comparing suspension data with attendance data. Trina pointed out the importance of attendance data reflecting discipline data. It was brought to the committee's attention that there are discrepancies within the CALPADS discipline and attendance reporting. Romy Chachere, SELPA Compliance Officer, has stated that updates on the SEIS discipline reporting have not been made available she will follow up with Dominic Johnson, the Department Automation Specialist. Tangee Pinheiro, Senior Director of Special Education added that there was a difference in standards when reporting attendance and discipline reports within General Education and Special Education. This has affected the discrepancies in the system. Trina has asked Tangee to communicate an update on any system changes. Tangee asked members to ensure that using alternative suspensions are identified with code 300 to appropriately reflect the student's attendance while in school suspension.

NPA- NPS Contract is being updated at the SELPA level, to include the new restraint and seclusion language. Romy will be sending out the updated version.

EL guidelines have also been rewritten and will soon be ready for publication.

3. **Case Manager- Credential Audit**

T. Pinheiro

Tangee will send out the Case Manager Credential Audit via email. She is currently working with the credential department to ensure that it is being applied across the districts and county office.

4. **Referral Form- Student Support Services**

T. Small

Trish shared that their current goal was to consolidate forms as quickly as possible to avoid completing additional referral submissions. They have combined the

Behavioral Intervention and Educationally Related Mental Health Services (ERMHS) referral forms into one referral titled "Intervention Support Referral Form". Trish added that when referring a student, if there is uncertainty of the services needed, a cover letter should be included identifying the recommended support. The older referral forms have been removed from the website and replaced with the updated referral form.

5. Adjudicated & Foster Youth Legislation

Covered in Item VII A.2.

- B. *FCOE Operated Programs Class Size Capacity/Attendance Monthly Update** T. Pinheiro
Tangee has reported that as of February 2, 2019, enrollment numbers are as follows: 424 students with moderate to severe intellectual disabilities, 102 students for the Circle and PIP Program, 46 students for DHH, for a total of 649. Numbers reflect a decrease because of recent graduates. There are 19 students enrolled in Non-Public Schools (NPS) and there are 51 pending referrals overall. Tangee added that any student that has only been served by the county, their SEIS records are kept internally. Effective July 1, 2019 all SEIS records will be returned to the districts and at that point a case manager will need to be assigned. Tangee added that under the alternate dashboard there are some areas in red that need addressing. SEACO has generated a letter requesting the State Board of Education have these absences removed from the calculation of truancy. Tangee also shared that the College and Career Indicator (CCI), currently for kids in Court and Community programs, a food services card qualifies as a CCI. She expressed concerns for students working in Kids Cafe that do not qualify for a CCI and has questioned what options are available for our students. The state director has indicated that there will be more options made available. Tangee added that she has asked for expansion within the validation tool, and hopes to broaden the scope. Trina has added that an additional classroom for students with autism will be opening at the beginning of the school year to allow for more placement of referrals.
- C. *Percentage of Students Served** T. Pinheiro
Members were provided with the handout titled "Students Served in County Operated Programs by Districts of Residence" as of February 2, 2019.
- D. Maintenance-of-Effort SEMAI for 2018-19, Due 3/17/19** E. Davidson
Eddie Davidson, Student Services Fiscal Director, is working on Maintenance-of-Effort (MOE) for second interim. He shared how vital it is to ensure everyone has met their MOE. The upcoming deadline allows for time to identify areas of need and support before the report is submitted. If MOE is not met, it can result in an invoice from the state to the program in the amount of the funding not spent.
- E. Annual Budget and Service Plans for 2019-20** E. Davidson
Eddie shared the Annual Budget and Service Plans for 2019-2020 with district CBO for review. This information will also be compiled into one document that is presented to the Superintendent's Governor's Council (SGC). The notice will need to be posted at each school site for 2 weeks.
- F. Federal IDEA Expenditure Report 5 for 2017-18, Due 2/15/19** E. Davidson
Eddie shared that he will be sending an email of the 2017-2018 carryover. Eddie is working with these districts to determine if funds have been expended.
- G. Funding Allocations for IDEA for 2018-19** E. Davidson

Eddie has shared that there is still no grant award available and projections are still based off last year.

- H. *Transportation Billback Update for 2018-19, Quarter 2 (revision)** E. Davidson
\$25,500 in liquidation damages have been recovered by reporting missed rides or delays. Eddie shared with the committee that Extended School Year (ESY) transportation expenses were not included in the last report presented and has now been updated.

I. SEIS/CASEMIS R. Chachere

1. SEIS 2.0

a) CASEMIS to CALPADS

Romy reported that there are no updates at the moment, and asked the committee to continue to monitor SEIS for IEP due dates and spring DRDP evaluations should be approaching soon. Any upcoming updates will be reported back to the committee.

2. Monitor and Compliance Reporting

a) Disproportionality- Corrective Action

Romy shared that there are nine districts that went through the disproportionality reviews that have corrective action. Eight of the districts have student file reviews. February 12, 2019 is the due date to allow time to notify CDE that everything is current and submitted in time for feedback before the final due date, February 15, 2019. Romy also recommended that best practice would be that the LEA (Local Educational Agency) has a general education teacher present at the IEP. Romy concluded, for those under revision, a notification should have been received. If the student is no longer in the district, proof of the student's exit from the district should be provided so that it is easily identified.

b) Annual Determination Reports

Romy shared that all districts should have received their Annual Determination Reports (ADR) from CDE. Romy added that if the report had not yet been received, to please contact her directly.

c) Performance Indicator Review

Romy shared that there is an upcoming training on February 25, 2019 with CDE regarding Performance Indicator Review (PIR). Romy added that just about every district is out with ELA and/or math in participation rate or achievement and the training will review what needs to be submitted. The due dates will also be reviewed.

d) Comprehensive Review

There is one school district that has a school site that was selected for the Comprehensive Review. Romy reported that this review was previously a verification review that some districts had experienced in the past. .

J. Professional Development R. Chachere

Romy reviewed upcoming professional development dates. There is still space to register for all trainings via OMS.

K. Community Advisory Committee M. Pena

Marlene Pena has shared that there will be an upcoming Community Advisory Committee (CAC) meeting on February 13, 2019. The Autism Awareness workshop will be held at EPU and Marlene has asked the committee that the event be shared amongst students and families. The Following CAC meeting will be held on April 13, 2019 focusing on promoting the Positive Behaviors at Home. The location has not been determined and she has asked if any district would like to host the event, to please reach out with her to arrange. Marlene added that a location for the Resource Fair in May is not yet confirmed. Ideally, they would like to get districts available on the east and west ends of the county to host.

VIII. Charter School Presentation-School of the District or Member LEA for Special Education purposes E. Davidson

Eddie presented on how charter schools operate within SELPAs. SELPAs were initially designed for regional services. Eddie shared that, unlike school districts, charter schools can be more fluid; they can be a school within a Local Educational Agency (LEA) for special education purposes, and is entitled to the same rights as any other school within the district. The LEA is held responsible for the charter school's needs. Charter schools can also become a LEA member for special education purposes. It allows for responsibility for special and related services of the charter school. A charter school can also move out from one SELPA to another. At the moment, there are five Charter only SELPAs, also called CHELPAs, within California. The Fresno County Charter SELPA is geared towards only providing regional services. Eddie has identified an issue that can arise from the membership of CHELPAs. Eddie stated that charter schools have the option of being within the county or in a contiguous county. Romy has noted that LEAs that oversee charters, their ADRs will not reflect data pertaining to charters. The charter schools will have their own annual performance report and which has created additional work for the districts.

IX. Discussion Agenda T. Frazier

Jojo Reyes, from Mendota Unified School District, has shared a concern of the notification received about contracted services and districts hiring speech pathologists. Trina has shared the difficulty in recruitment for speech pathologists. The committee has expressed that they all have been challenged with hiring.

X. Future Agenda Items/Updates T. Frazier
None

XI. Next Operations Committee Meeting, March 14, 2019, Room 201 T. Frazier

XII. Adjournment T. Frazier

The meeting was adjourned at 10:59 a.m. *C. Schreiner/ A. Valadez*

