



Marin County

Special Education Local Plan Area

Agenda
Operational Steering Committee
January 23, 2015
8:00 a.m. Open Session
Marin County Office of Education, Board Room

1.0 Call Public Session to Order

Laurie Kimbrel, Chair, Superintendent, Tamalpais UHSD

Operational Steering Committee:

Area 1: Laurie Kimbrel, Superintendent, Tamalpais Union High School District

Area 1 includes Tamalpais UHSD, Larkspur - Corte Madera SD, Ross School District

Area 2: Thomas Stubbs, Superintendent, Shoreline Unified School District

Area 2 includes Shoreline USD, Lagunitas SD, Ross Valley SD, Bolinas-Stinson SD

Area 3: Paul Johnson, Superintendent, Mill Valley School District

Area 3 includes Mill Valley SD, Sausalito Marin City SD, Kentfield SD, Reed SD

Area 4: Tom Lohwasser, Superintendent, Dixie School District

Area 4 includes Dixie SD, San Rafael Elementary SD, San Rafael High SD

Area 5: Shalee Cunningham, Superintendent, Novato Unified School District

Area 5 is the Novato Unified School District

Area 6: Mary Jane Burke, Superintendent, Marin County Office of Education

Area 6 includes the Marin County Office of Education, Lincoln SD, Laguna Joint SD, Union Joint SD, Nicasio SD

Marin County SELPA Staff:

Jonathan Lenz, Director

Kristi Dahlstrom, Program Manager

2.0 Establishment of Quorum

3.0 Consent Agenda

(Members may remove items from the Consent Agenda)

3.1 Approval of Minutes from November 21, 2014 OSC Meeting

3.2 Approval of Agenda for January 23, 2015 OSC Meeting

4.0 Public Comment

Government Code § 54954.3 provides that the public will have an opportunity to address the board on any item described on a regular or special meeting agenda either before or during the consideration of the item. Per MCOE Board Policy 8566, each person shall limit comments to five (5) minutes.

5.0 Discussion Items

5.1 Progress Report: Marin County SELPA 2014-2015 Goals

Information will be presented regarding the progress towards the obtainment of the Marin County SELPA's 2014-2015 goals.

6.0 Information Items

6.1 Special Education Self-Review (SESR) Follow-Up Activities

Information will be presented regarding the California Department of Education's SESR Follow-Up Activities.

6.2 CAPTAIN Cadre

Information will be presented regarding the professional development activities that will be available within the Marin County SELPA through the Captain Cadre.

6.3 Marin County SELPA Special Education Advisory Committee Report

Information will be presented regarding the work of the Marin County SELPA's Special Education Advisory Committee.

7.0 SELPA Director's Report

Information, communication, and reports will be presented by the SELPA Director

8.0 Board Member Comments

Each member of the Governing Board/Operational Steering Committee may report about various matters related to the SELPA. There will be no Board discussion except to ask questions and refer matters to staff, and no action shall be taken unless listed on a subsequent agenda.

9.0 Future Planning

9.1 Next Meeting Date: February 13, 2015 – 8:00 a.m.

10.0 Adjournment

The Marin County SELPA is committed to making its Board meetings accessible to all persons. By request, alternative agenda document formats are available to individuals with special needs. To arrange an alternative agenda document format or to arrange aid or services to modify or accommodate an individual with special needs to permit participation in a public meeting please contact the Marin County SELPA office via phone at (415) 499-5850 or submit electronic mail to drogul@marinschools.org.

Annotation – Agenda Items 3.1 & 3.2
Operational Steering Committee
January 23, 2015

Agenda Item

- 3.1 Approval of Minutes from November 21, 2014 OSC Meeting
- 3.2 Approval of Agenda for January 23, 2015 OSC Meeting

Item Type

Action

Summary of Key Issues

The minutes of the November 21, 2014 OSC meeting and the agenda for the January 23, 2015 OSC meeting are presented for adoption.

Summary of Previous OSC Action

None

Recommendation

The SELPA Director recommends that the Operational Steering Committee approve the Consent Agenda as presented.

Attachments to this Agenda Item

Attachment 1: Minutes, Operational Steering Committee Meeting, November 21, 2014



Marin County

Special Education Local Plan Area

Agenda
Operational Steering Committee
November 21, 2014
8:00 a.m. Open Session
Marin County Office of Education, Board Room
MINUTES

1.0 Call Public Session to Order

Laurie Kimbrel, Chair, Superintendent, Tamalpais UHSD

Operational Steering Committee:

Area 1: Laurie Kimbrel, Superintendent, Tamalpais Union High School District

Area 1 includes Tamalpais UHSD, Larkspur - Corte Madera SD, Ross School District

Area 2: Thomas Stubbs, Superintendent, Shoreline Unified School District

Area 2 includes Shoreline USD, Lagunitas SD, Ross Valley SD, Bolinas-Stinson SD

Area 3: Paul Johnson, Superintendent, Mill Valley School District

Area 3 includes Mill Valley SD, Sausalito Marin City SD, Kentfield SD, Reed SD

Area 4: Tom Lohwasser, Superintendent, Dixie School District

Area 4 includes Dixie SD, San Rafael Elementary SD, San Rafael High SD

Area 5: Shalee Cunningham, Superintendent, Novato Unified School District

Area 5 is the Novato Unified School District

Area 6: Mary Jane Burke, Superintendent, Marin County Office of Education

Area 6 includes the Marin County Office of Education, Lincoln SD, Laguna Joint SD, Union Joint SD, Nicasio SD

Marin County SELPA Staff:

Jonathan Lenz, Director

Kristi Dahlstrom, Program Manager

In Attendance: Laurie Kimbrel, Thomas Stubbs, Paul Johnson, Tom Lohwasser, Mary Jane Burke

2.0 Establishment of Quorum

3.0 Consent Agenda

(Members may remove items from the Consent Agenda)

3.1 Approval of Minutes from September 19, 2014 OSC Meeting

3.2 Approval of Agenda for November 21, 2014 OSC Meeting

The Consent Agenda was adopted as presented.

Motion – Paul Johnson. Second – Tom Lohwasser. Carried – unanimous.

4.0 Public Comment

Government Code § 54954.3 provides that the public will have an opportunity to address the board on any item described on a regular or special meeting agenda either before or during the consideration of the item. Per MCOE Board Policy 8566, each person shall limit comments to five (5) minutes.

5.0 Action Items

5.1 Revision to the 2014-2015 AB 114 Fiscal Allocation Plan

Recommended adjustments to the 2014-2015 AB 114 Fiscal Allocation Plan will be presented for review, discussion, and adoption.

The 2014-2015 AB 114 Fiscal Allocation Plan was adopted as presented. Motion – Tom Lohwasser. Second – Paul Johnson. Carried – unanimous.

6.0 Discussion Items

6.1 Advisory Steering Committee (ASC) and Business Advisory Committee (BAC) Discussion: The current and ongoing needs of the SELPA

Information will be presented regarding the ASC and BAC discussion concerning the current and ongoing needs of the SELPA.

Results of the November 2014 Advisory Steering Committee and Business Advisory Committee study session were shared. Following a review of the information concerns were expressed regarding potentially “missing the big picture” and the lack of a clear methodology for the development and delivery of regionalized special education services. A strategic planning process was recommended to identify, examine, and address the larger needs of the SELPA. The OSC recommended finding a facilitator that could lead the SELPA and its member LEAs through the strategic planning process. The OSC requested that progress on strategic planning be shared with the Superintendents on a monthly basis.

7.0 Information Items

7.1 Marin County SELPA Special Education Advisory Committee Report

Information will be presented regarding the work of the Marin County SELPA's Special Education Advisory Committee.

Information regarding the Marin County SELPA Special Education Advisory Committee's December panel presentation for parents was shared. The OSC discussed strategies that could be explored to increase attendance at the event.

7.2 SELPA Activities

Information will be shared regarding the work of the SELPA in the areas of professional development, policy development, and program development.

Information was shared regarding upcoming professional development opportunities, SELPA policies under development, and the possible restructuring of the process under which contracts with non-public schools and non-public agencies are generated.

8.0 SELPA Director's Report

Information, communication, and reports will be presented by the SELPA Director

Information was shared regarding the following:

The California Department of Education has assigned a new special education consultant to the Marin County SELPA. Dr. Brimhall (also serving SELPA's in San Diego County) will now be serving the Marin County SELPA.

The Dedication to Special Education Prius Raffle is underway. Information regarding how to purchase raffle tickets and/or sell raffle tickets has been provided to the SELPA's member LEAS and is also available on the Dedication to Special Education website.

9.0 Board Member Comments

Each member of the Governing Board/Operational Steering Committee may report about various matters related to the SELPA. There will be no Board discussion except to ask questions and refer matters to staff, and no action shall be taken unless listed on a subsequent agenda.

None

10.0 Future Planning

10.1 Next Meeting Date: December 19, 2014 – 8:00 a.m.

11.0 Adjournment

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Annotation – Agenda Item 5.1
Operational Steering Committee
January 23, 2015

Agenda Item

5.1 Progress Report: Marin County SELPA 2014-2015 Goals

Item Type

Discussion

Summary of Key Issues

The Marin County SELPA drafted 2014-2015 goals in the areas of parent education, provision of special education, collaboration/communication, legal, and conflict resolution.

Summary of Previous OSC Action

The 2014-2015 Marin County SELPA goals were approved by the OSC in September 2014.

Recommendation

None.

Attachments to this Agenda Item

Attachment 1: Marin County SELPA 2014-2015 Goals: Progress Report



**Marin County SELPA Goals 2014-2015:
Progress Report**

Domain:	Parent Education
Specific Focus:	Resource Identification
Reality:	The Marin County SELPA does not have a mechanism to clearly and effectively communicate with parents for the purposes of parent education.
Goal:	Create and establish a mechanism to communicate with parents of children with Individualized Education Programs (IEPs) via electronic mail.
Action Steps:	Create a system to gather parent interest in participating on a SELPA listserv and email addresses; collect emails from interested parties, create a custom field in SEIS to record parent interest and email addresses; utilize the custom field in SEIS; disseminate the information within the SELPA on the listserv based on feedback from LEAs, SEAC, etc.
Evidence:	Report to OSC.
Timeline:	June 2015
Responsibility:	SELPA Office/Director
Progress as of January 2015:	The SELPA office alerted parents in writing that the SELPA was in the process of creating a means to communicate with families more effectively. A listserv (SELPA Parents) for the purposes of communicating with parents regarding SELPA activities has been created and is operational. Individuals interested in joining the listserv can register to join on the SELPA website. The link to listserv has been sent to each of the SELPA's member LEAs for inclusion on their district website.



Domain:	Provision of Special Education Services
Specific Focus:	Program Transfers
Reality:	The policy currently in place within the Local Plan to address a Program Transfer is not aligned with current Education Code and best practices in the field.
Goal:	In collaboration with the SELPA's member LEAs evaluate and amend, as appropriate, the current policy regarding Program Transfers.
Action Steps:	Calendar Program Transfer ad hoc committee meetings; and evaluate, discuss, and amend, as appropriate, policy elements related to requirements for notification, analysis of impact, approval, and ensuring the availability of a full continuum of special education services.
Evidence:	Recommendation to the OSC.
Timeline:	June 2015
Responsibility:	SELPA Office/Director
Progress as of January 2015:	The SELPA's Program Transfer Ad Hoc Committee has convened on October 10, 2014 and January 30, 2015. The Committee has redrafted the language within the current Program Transfer Policy to align with current California Education Code concerning Program Transfers. Currently, the Committee is examining recommendations related to the elimination or realignment of "J50 credits" and other fiscal elements contained within the current policy.



Domain:	Provision of Special Education Services
Specific Focus:	Positive Behavioral Programming
Reality:	The Marin County SELPA recently updated their policy concerning behavioral interventions and behavioral emergencies; however, the policy does not include any language concerning the provision of positive behavioral programming within the SELPA.
Goal:	In collaboration with the SELPA's member LEAs develop best practice guidance that will serve as a foundation for delivery of positive behavioral programming within the SELPA.
Action Steps:	Calendar Behavioral ad hoc committee meetings; and evaluate, discuss, and establish, as appropriate, best practice guidance related to the assessment, identification, and services for pupils that engage in maladaptive behaviors that impact their learning or the learning of others.
Evidence:	Submission of best practice guidance document to the OSC.
Timeline:	June 2015
Responsibility:	SELPA Office/Director
Progress as of January 2015:	The SELPA's behavioral ad hoc committee has convened on September 24, 2014 and November 20, 2014. Currently, the Committee is working on revisions to the Special Circumstance Instructional Assistance (SCIA) Policy, a counseling notes template for mental health service providers, and the development of an evidence based behavioral programming document designed for IEP teams.



Domain:	Collaboration/Communication
Specific Focus:	Compliance and CASEMIS
Reality:	The Marin County SELPA does not have a mechanism to clearly and effectively communicate with non-public schools and district administrative support staff for matters concerning compliance and CASEMIS submissions.
Goal:	Meet with non-public school staff and district administrative support staff on a semi-annual basis.
Action Steps:	Identify providers/staff that will participate in meetings; calendar meetings; identify topics; create materials; present materials; and follow-up as necessary to ensure consistent implementation of information provided.
Evidence:	Semi-annual agendas/meeting notes.
Timeline:	June 2015
Responsibility:	SELPA Office/Director
Progress as of January 2015:	The SELPA office met with non-public school staff on November 5, 2014 to provide timely information regarding CASEMIS reporting, state testing, IEP goal development, and answer questions. The SELPA office met with district administrative support staff on November 7, 2014 to provide timely information regarding CASEMIS reporting, SEIS management, and answer questions. Additional meetings will be calendared in April 2015 for non-public school staff and administrative support staff to discuss the end of the year pupil count, SEIS management, and other items as appropriate.



Domain:	Legal
Specific Focus:	Master Contracts/Individualized Service Agreements
Reality:	Currently, the Marin County SELPA is responsible for the drafting of all Master Contracts and Individualized Service Agreements (ISAs) within the SELPA. The system that the SELPA office is not connected with the special education student database utilized by the SELPA's member LEAs.
Goal:	In collaboration with the SELPA's member LEAs, determine if there is a more efficient and practical method for the development of Master Contracts and ISAs.
Action Steps:	Analyze strengths and weaknesses within the current system; research other methods available for the development of Master Contracts and ISAs; and engage in a cost analysis comparison between current and available method(s).
Evidence:	Recommendation to the OSC.
Timeline:	June 2015
Responsibility:	SELPA Office/Director
Progress as of January 2015:	The SELPA office has engaged in ongoing communications with the Special Education Information System (SEIS) development team regarding creation of a program within their system that will permit the development of Master Contracts and Individualized Service Agreements. Currently, SEIS is interested in determining if other SELPAs might also be interested in utilizing the program within their SELPA. If other SELPAs are interested, the Marin County SELPA may be provided a significant production "discount". The conversation with SEIS and other SELPAs is scheduled to take place in March 2015.



Domain:	Conflict Resolution
Specific Focus:	Alternative Dispute Resolution
Reality:	The Marin County SELPA receives a grant to support the work of the Alternative Dispute Resolution (ADR) program. The California Department of Education (CDE) has indicated that the ADR grant program will be updated effective June 30, 2015 and will not continue in its current format.
Goal:	In collaboration with the SELPA's member LEAs, determine how to restructure the ADR program to meet the needs of the SELPA.
Action Steps:	Collaborate with the CDE to provide feedback regarding improved uses of the ADR grant funds; participate in CDE ADR grant program workgroups as appropriate; determine 2015-2016 funding; examine strengths and weaknesses of current ADR program; identify 2015-2016 operational model; and determine 2015-2016 operational costs.
Evidence:	Recommendation to the OSC.
Timeline:	June 2015
Responsibility:	SELPA Office/Director
Progress as of January 2015:	The SELPA office continues to collaborate with the CDE regarding potential frameworks for future ADR grant programs. Currently, the CDE has not yet identified how the 2015-2016 ADR grant dollars will be available/allocated. The SELPA office continues to work on developing a 2015-2016 ADR operational budget based upon 2014-2015 activities and anticipated ADR needs. The draft ADR budget will be shared with the Business Advisory Committee (BAC) in March 2015.

Annotation – Agenda Item 6.1
Operational Steering Committee
January 23, 2015

Agenda Item

6.1 Special Education Self-Review (SESR) Follow-Up Activities

Item Type

Information

Summary of Key Issues

The Marin County SELP's member LEAs completed the SESR in June 2014. In December 2014, the California Department of Education identified SESR follow-up activities for specific LEAs to complete.

Summary of Previous OSC Action

None

Recommendation

None

Attachments to this Agenda Item

Attachment 1: Special Education Self-Review Follow-Up

Attachment 2: State Performance Plan

Attachment 3: State Performance Plan Improvement Strategies

Special Education Self- Review (SESR) Follow-Up

The following three (3) Marin County school districts were identified for SESR follow-up activities:

- Tamaipais Union High School District;
- Reed Union School District; and
- Larkspur-Corte Madera School District.

SESR follow-up activities include the following:

- Review twenty (20) randomly selected student files to establish compliance;
- Demonstrate evidence of compliance for previously identified areas of non-compliance;
- Participate in an electronic CASEMIS review to demonstrate compliance.

SESR follow-up activities have been scheduled for the week of March 23, 2015 and will take place at the Marin County Office of Education.

State Performance Plan

The State Performance Plan is the State's plan to the US Department of Education, Office of Special Education Programs (OSEP) that evaluates the State's efforts to implement the requirements and purposes of Part B of the IDEA and how the State will improve the implementation of IDEA Part B. The SPP contains measurable and rigorous targets in 20 indicators that were established by the US Department of Education. These indicators fall into three monitoring priority areas identified by OSEP:

1. Provision of a Free, Appropriate Public Education (FAPE) in the least restrictive environment (LRE)
2. State exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services
3. Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification.

California's Indicators are below:

Indicator #1 - Graduation
Indicator #2 - Dropout
Indicator #3 - Statewide Assessments
Indicator #4 - Suspension and Expulsion
Indicator #5 - Least Restrictive Environment
Indicator #6 - Preschool Least Restrictive Environment
Indicator #7 - Preschool Assessment
Indicator #8 - Parent Involvement
Indicator #9 - Disproportionality Overall
Indicator #10 - Disproportionality Disability
Indicator #11 - Eligibility Evaluation
Indicator #12 - Part C to Part B Transition
Indicator #13 - Secondary Transition Goals and Services
Indicator #14 - Post-school
Indicator #15 - General Supervision
Indicator #16 - Complaints
Indicator #17 - Due Process
Indicator #18 - Hearing Requests
Indicator #19- Mediation
Indicator #20 - State-reported Data

**State Performance Plan
Improvement Strategies**

Name of Local Educational Agency: _____
 Special Education Local Plan Area: _____
 Consultant: _____
 Date: _____

District Representative: _____
 SELPA Representative: _____

SPP Indicator	Current District Performance	Current Improvement Strategies	Recommended Improvement Strategies	District Responsibility	Due Date	CDE Responsibility	Due Date
<p>1 Graduation Four Year Rate Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.</p> <p>2 Drop Out Four Year Rate Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.</p> <p>3 Statewide Assessments Academic achievement testing to meet the requirements of the Elementary and Secondary Education Act.</p>	<p>According to its 2012-13 SPP, the district's four-year graduation rate was 64.3 percent and did not meet the target rate of 74.81 percent.</p> <p>According to its 2012-13 SPP, the percent of all students in grades nine and higher, and ungraded students thirteen and over, who exited special education by dropping out of district schools was 35.7 percent. The target rate was less than 22.1 percent.</p> <p>According to its 2012-13 SPP, the district's academic achievement testing failed to meet required annual measurable objective in the percent of special education students who were proficient in mathematics (31 percent) and English language arts (24.7 percent) testing. The targets were 89.1 percent and 89 percent, respectively.</p>						
<p>4 Suspension and Expulsion Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.</p>	<p>According to its 2012-13 SPP, the district's percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year was .9 percent that met the statewide target rate of 2.54 percent.</p>						

**State Performance Plan
Improvement Strategies**

SPP Indicator	Current District Performance	Current Improvement Strategies	Recommended Improvement Strategies	District Responsibility	Due Date	CDE Responsibility	Due Date
<p>5 Least Restrictive Environment The average amount of time students aged six through twenty-two receive their special education or services in settings apart from their non-disabled peers.</p>	<p>According to its 2012-13 SPP, the district's average amount of time students aged six through twenty-two receive their special education or services in settings apart from their non-disabled peers did not meet required targets. The district's percentage of students who spent greater than 80 percent of their time inside the general education classroom was 34.4, and the percentage of students who spent less than forty percent of the time inside the classroom was only 26.6, with targets of greater than 75 percent and less than nine percent, respectively.</p>						
<p>6 Preschool The percent of children aged 3 through 5 with IEPs attending a: A. Regular early childhood program and receiving a majority of special education and related services in the regular program B. Separate special education class, separate school or residential facility</p>	<p>According to its 2012-13 SPP, the district's percentage of preschool students who attended a regular early childhood program and received a majority of special education and related services in the regular program was 89.7 percent, and the percent of preschool students who attended a separate special education class, separate school, or residential facility was not calculated. The target rates were greater than 40.9 percent and less than 34.9 percent, respectively.</p>						
<p>7 Preschool Assessments Percent of preschool children aged 3 through 5 with IEPs who demonstrate improvement.</p>	<p>According to its 2012-13 SPP, the percent of preschool children aged three through five years with IEPs who demonstrate improvements in all areas except Outcome A, social emotional skills – "Functioning within age expectations" (82.1 percent), Outcome B, knowledge and skills – "functioning within age expectations," (78.6 percent) and Outcome C, behavior – "substantially increased" (75 percent).</p>						
<p>8 Parent Involvement Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.</p>	<p>According to its 2012-13 SPP, the percentage of district parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities was 99, meeting the target of greater than 90 percent.</p>	<p style="text-align: center;">2</p>					

**State Performance Plan
Improvement Strategies**

SPP Indicator	Current District Performance	Current Improvement Strategies	Recommended Improvement Strategies	District Responsibility	Due Date	CDE Responsibility	Due Date
11 Eligibility Evaluation Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.	According to its 2012-13 SPPI, the percent of students aged birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation was 100 percent.						
12 Part C to B Transition Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays.	According to its 2012-13 SPPI, the percent of students aged birth through two years in the district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays was 100 percent.						
13 Secondary Transition Goals and Services. Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.	According to its 2012-13 SPPI, the percent of district youth aged 16 and above with an IEP that included all eight coordinated, measurable, annual IEP goals and transition services was 88, missing the 100 percent target.						
14 Post School Percent of youth who had an IEP, are no longer in secondary school, and who have been enrolled in higher education, enrolled in higher education or competitively employed, enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment.	According to the district's 2012-13 SPPI, the district's percent of youth who had an IEP, are no longer in secondary school, and who have been enrolled in higher education, enrolled in higher education or competitively employed, or enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment not calculated, respectively, missing the percentage targets of 50, 65, and 69, respectively.						

Annotation – Agenda Item 6.2
Operational Steering Committee
January 23, 2015

Agenda Item

6.2 CAPTAIN Cadre

Item Type

Information

Summary of Key Issues

In July 2014, the Marin County SELPA recommended two (2) certificated staff members for participation in the CAPTAIN Cadre program.

Summary of Previous OSC Action

None

Recommendation

None

Attachments to this Agenda Item

Attachment 1: CAPTAIN Cadre: Overview

Attachment 2: CAPTAIN Cadre: Regional Plan

CAPTAIN Cadre: Overview

The California Autism Professional Training and Information Network (CAPTAIN) is a cross agency network developed to support the understanding and use of evidence based practices (EBPs) for individuals affected by Autism Spectrum Disorders (ASD) across the state of California.

Cadre Members

Cadre members are nominated by SELPAs, Regional Centers, and Family Resource/Family Empowerment Centers. They receive training through an annual summit in order to provide local training, implementation coaching, cross agency collaboration, and dissemination of evidence based practices (EBP) at the local level. Cadre members have access to the National Professional Development Center on Autism Spectrum Disorders and CAPTAIN training materials and assist with the statewide distribution of the EBPs by providing support and training locally.

CAPTAIN Partners

- Diagnostic Centers;
- California Department of Education;
- Family Resource Centers Network of California;
- Center for Excellence for Developmental Disabilities at UC Davis MIND Institute;
- USC University Center for Excellence in Developmental Disabilities (USC UCEDD);
and
- California Department of Developmental Services

Marin County Cadre Members

- Karin Jinbo, Novato Unified School District
- Rebecca Prather, Larkspur-Corte Madera School District

2015-2016 Professional Development Opportunities

- May 2015: Autism 101 for General and Special Education Teachers
- September 2015: Evidence Based Practices – A make and take

Our Regional Chapter Name: **CAPTAIN BRIDGES**

Our Regional Facilitator and CAPTAIN Liaison Will Be: **Vanessa Riggs-Sonoma SELPA, Program Specialist**

Our Next regional Meeting Will Be Held: **TO BE ARRANGED**

CONTACT LIST

NAME	TITLE	AGENCY	PHONE	EMAIL
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Diane Mathews	Program Specialist	MPCSD/San Mateo SELPA	650-321-7140	dmathews@mpcsd.org
Telfred Moore	Psychologist	Golden Gate Regional Center	415-446-3040	tmoore@ggrc.org
Kathy Conover	?	?	?	kconover@napacoe.org
Terrilynn Ricetti	?	?	?	tricetti@nvusd.org
Vanessa Riggs	Program Specialist	Sonoma SELPA	(707) 524-2764	vriggs@sonomaseelpa.org

CAPTAIN PLANNING FORMS 2014

Brainstorm on Collaboration

NOTE: This group suggested that the CAPTAIN website add:

- o current information about ASD insurance
- o a bank of videos models
- o County Mental Health

1. *What trainings/activities are already taking place that may meet the requirements for CAPTAIN cadre?*

- **Sonoma SELPA**
 - o APDAR self-evaluation program in process right now.
 - o 30 classes reviewing EBPs
 - o Presented ASD best practices for parents (including 2 CAC parents chairs) w/NBRC
 - o EBP trainings presented by DCN and district trainers
 - o Coaching three teachers—(1 new teacher is amazing; 1 is questionable; 1 is “so-so”)
 - o Will be having ASD job alike meetings quarterly (43 districts in SELPA)—choosing one EBP to work on according to age and level of functioning
- **Family Training by Regional Centers**
 - o North Bay RC—unclear how/where
 - o GGRC—vendor training on Behavior Training/insurance in flux
 - o Not sure what/where to advocate for parent/student services
- **Solano SELPA**
 - o Inclusion Summit for Parents: full day, paraeducators provided child care; ID with ASD students.
- **San Mateo County SELPA** (elementary and high school SDCs)
 - o Scheduling a meeting was a challenge but eventually met with GGRC Early Start Social Workers.
 - o Presented “Autism 101 Overview” to general education teachers
 - o Used EBPs (visual supports, reinforcement, functional communication) with ASD students in Sequoia Union High School
 - o County teachers (previously coached by DCN specialists), this year each took on 2 more SDC teachers to coach: working on visual supports (e.g., schedules); will have year-end slide show to show benefits to other County teachers.
- **Napa SELPA**
 - o OT Sensory Integration training for parents provided 2 x year
 - o OT Fine Motor training 2-3 x year
 - o SLP Language Facilitation 2 x year

- o Kindergarten Transition Night
- o Basic Training Overview (coming up)
- o Done--EBP training (video, visual)
- o Done--ASD behavior aide training
- o Done---met with teachers (preschool social emotional foundations for early learning)
- **North Bay Regional Center**
 - o Employee training on ASD, EBPs---will always provide for new employees
 - o Training for ABA Vendors (3): meet monthly on best practices, behavior plans
 - o With Sonoma SELPA-Presented ASD best practices for parents (including 2 CAC parents chairs)

2. How can our organizations work together on training for staff and families?

- Participate in DCN trainings-have CAPTAIN Cadre members there to follow-up and implement with coaching
- Observe each other's programs
- Visit model classrooms
- Share sites observe specific EBPs in use
- Establish an email list
- Use Google Docs to communicate and share information, training power points, etc.
- Use CAPTAIN website to establish a bank of video models

3. How can our organizations work together to provide training and updates to each other on relevant policy and practice changes that impact services to those with ASD?

- Broaden the base of knowledge regarding using EBPs in ASD classes for RC case workers so they can better advocate and support students when they come to the IEP.
- GGRS case managers have had some training and say that the "vendors" need to learn about EBPs
- There is a gap in services---need to know what is really needed after the 0-3 age period.
- Need to understand Part B/C changes

4. How can our Regional CAPTAIN Chapter connect with other agencies in our area that need to become a part of this network (e.g. Higher Ed., Vendors/Providers, Local Support and Advocacy Groups)?

Connect with other agencies such as UC Davis to improve new teacher preparation re ASD and EBPs:

- Dominican College (Marin)
- Parents Helping Parents

Sonoma SELPA:

- Spanish language parent group
- CAPTAIN website as a safe place to go

Dr. Maher:

- Regional Centers are training case workers on EBPs
- RCs could/should shift role to more parent education about intervention services
- Partner with LEA's to build trust in school services

Solano SELPA-Gay B: Many families do not have internet skills

- How to create wrap-around with RCs day and night
- All service providers need to have the same foundation of understanding EBPs (doctors, etc.)

5. *What project, conference or product could our regional team develop?*

- Online survey of knowledge/confidence with EBPs (Survey Monkey)
- SELPA, Regional Centers & school meeting/training day (invite Cadre members from Region to attend also)
 - Keynote Part B/C
 - What is the education/services common language
 - How to help
 - Special ed. Directors breakout sessions
 - Parents on EBPs
 - SELPA/RC case managers
 - Survey

Annotation – Agenda Item 6.3
Operational Steering Committee
January 23, 2015

Agenda Item

6.3 Marin County SELPA Special Education Advisory Committee (SEAC) Report

Item Type

Information

Summary of Key Issues

SEAC held a parent training in December 2014 and monthly meetings in December 2014 and January 2015.

Summary of Previous OSC Action

None

Recommendation

None

Attachments to this Agenda Item

None