SAN MATEO COUNTY SELPA GOVERNING BOARD

SELPA Governing Board
Tuesday, December 18, 2018
9:00 a.m. – 10:30 a.m.

AGENDA

1. CALL TO ORDER

2. ROLL CALL

3. PERSONS WISHING TO ADDRESS THE BOARD ON NON-AGENDA ITEMS

Anyone wishing to address the Board may do so at this time. Individual speakers shall be allowed three minutes to address the board. Please complete a speaker card and submit to the Board so that your name can be called. The SELPA Board does not act upon any matter that has not been agendized except under limited circumstances as permitted by law. It is the policy of the SELPA Board to refer matters raised in this forum to staff for investigation and/or action where appropriate.

4. CONSENT AGENDA

Information concerning the consent items listed below was sent to each Board Member prior to the meeting, for their review. The items are approved as one action item. If there is a question or concern regarding a particular item from a Board member, or a member of the audience, that item may be withdrawn from the Consent Agenda.

4.1 Approval of Agenda for December 18, 2018
4.2 Approval of Minutes for October 30, 2018

5. PRESENTATIONS

5.1 Update on December 1 CASEMIS/CALPADS submission
5.2 Presentation on Alternative Dispute Resolution Activities

6. ACTION ITEMS

6.1 Approve updated Housing Plan Policy related to programs operated by SMCOE K-12 services

7. UPDATES

7.1 Senior SELPA Administrator’s Update
7.2 Board Member Comments
7.3 County Superintendent’s Report

8. SPOTLIGHT PRESENTATION

8.1 Presentation by San Carlos Elementary School District – Suzanne Webster-Morris and Cali Stamatades

10. ADJOURNMENT

Next SELPA Governing Board Meeting – March 19, 2019

Persons with disabilities who require auxiliary aids or services will be provided such aids with a three-day notice. For further information contact Margie Gustafson at (650) 802-6650, TDD (650) 802-5480.

Gov. Code Section 54954.3: Provides that the public shall have an opportunity to address the Board on any items described on a regular meeting agenda or a special meeting agenda, either before or after consideration of that item.
San Mateo County SELPA Governing Board

Board Agenda Item

Meeting Date: December 18, 2018

Subject:
Agenda for December 18, 2018

Agenda Item #: 4.1

Action Requested:
Approval of Agenda for December 18, 2018

Discussion:
The Agenda for December 18, 2018 is submitted for approval.

Financial Summary:
None

Prepared By: Anjanette Pelletier, Associate Superintendent
San Mateo County SELPA Governing Board

**Board Agenda Item**

**Meeting Date:** December 18, 2018

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<td>Minutes from October 30, 2019</td>
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<td>The Minutes of the regular SELPA Governing Board Meeting held October 30, 2018 are submitted for approval.</td>
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SAN MATEO COUNTY SELPA GOVERNING BOARD

SELPA Governing Board
Tuesday, October 30, 2018
9:00 a.m. – 11:00 a.m.

MINUTES

1. CALL TO ORDER
Board Member Rosas, Chair of the Board, called the meeting to order at 9:02 a.m.

2. ROLL CALL
Board Members Ronan Collver, Anne Campbell, Michael Milliken, John Baker, Joan Rosas and Amy Wooliever were present. Board Members Kevin Skelly and Audra Pittman arrived at 9:05 and 9:16 a.m. respectively.

3. PERSONS WISHING TO ADDRESS THE BOARD
Board Member Rosas stated that there was a request to speak to the Board, but the person who requested it was not able to arrive until 9:30 a.m. She stated that will give that person time to speak as soon as he/she arrives. She asked members of the audience if they wanted to address the Board; Dr. Mary Browning, Principal on Special Assignment/Inclusive Services stated she had no comments, but offered her help if the person who wanted to address the Board has questions.

At 9:32 a.m. Board Member Rosas announced that the person who requested to speak to the Board arrived. Ms. Rosas read a statement to the speaker and stated he has three minutes to address the Board. Mr. Steven Davis, parent of a child attending school in San Mateo-Foster City School District, introduced himself and stated that he was selected as representative of the Community Advisory Committee from his district. He stated the programs under SELPA and CAC to create awareness are good, but unfortunately CAC has not been paired with Ed Code. He asked that the SELPA staff revitalize the voice of parents and community members because it’s not as strong as it should be; he proposed that the current structure of the CAC be updated by integrating two more chairs at the table for parents/members of the community to better serve the needs of the students, the parents, and the community.

Mr. Davis also stated he had attended some of the Alternative Dispute Resolution presentations that have been held at different districts and they were great. He asked that that presentation should also be held at the County Office to explain how far the program goes because not all parents know about the program. He contacted two special education directors to discuss some issues, but was told not to contact the county ADR program to discuss them. He was confused by this because the whole idea of the ADR program is to avoid due process and expensive legal costs. Mr. Davis asked that the ADR program to be kicked up to include the values and goals that it was created for.
4. CONSENT AGENDA
Information concerning the consent items listed below was sent to each Board Member prior to the meeting for their review. The items are approved as one action item. If there is a question or concern regarding a particular item from a Board Member or a member of the audience, that item may be withdrawn from the Consent Agenda.

4.1 Approval of Agenda for October 30, 2018
4.2 Approval of Minutes for June 18, 2018
4.3 Acceptance of Meeting Schedule for SELPA Governing Board Meetings
4.4 Approval of Interagency Agreement with Golden Gate Regional Center

Board Member Rosas called for a motion to approve the consent agenda as presented. Board Member Campbell made a motion to approve the agenda as presented; Board Member Baker seconded. Board Members Collier, Campbell, Milliken, Baker, Rosas and Wooliever voted in favor; none opposed. Board Members Skelly and Pittman were not present at the time of the voting.

5. Thank you and Welcome Reception for SELPA Governing Board Representatives – Anne Campbell and Nancy Magee

SELPA Associate Superintendent Anjanette Pelletier stated that this is the first Board meeting of the year and the last one for County Superintendent Anne Campbell because she is retiring. She stated that Ms. Campbell has been a very supportive Board Member and to thank her for eight years of service and support, Ms. Pelletier presented her with an award. Ms. Campbell thanked the Board and SELPA staff present and stated she was honored to serve during those eight years. She stated she is leaving the County and the SELPA Governing Board in good hands with elected County Superintendent Nancy Magee.

Ms. Pelletier briefly introduced elected County Superintendent Nancy Magee and stated she will join the Board at the next regular meeting.

6. ACTION ITEMS

6.1 Receive Update on Mental Health Allocations and Revenue

The SELPA Associate Superintendent stated that The Dooley Corporation has successfully completed their pilot program and is now an official program running countywide. They no longer need support and guidance from the SELPA and currently have about 40 students in the program who are back in school. Final mental health allocation has been completed and we overspent funds; six out of the 31 LEAs had to return overspent money back to SELPA. SELPA Manager Natasha King continues to monitor this and is meeting with districts on an individual basis to discuss their spent allocations and ways to save and use funds adequately. Ms. King is also meeting with CBOs to discuss the 2018-19 mental health allocation plan.

Update was provided for information only; no action was required.

6.2 Receive Update on the Budget Allocation Plan for 2018-19

The SELPA Associate Superintendent stated that this document was sent to Board Members in June and mentioned then that it would be very likely that there will be changes in October. The California Department of Education made two minor changes in the funding allocation to the SELPA. One of those changes is that they return to have a specific line item for the costs of the SELPA Administrative Unit, which won’t impact funding amounts, but will be reflected on a separate allocation amount directly to SELPA. The second change is that the Federal government combined two preschool grants into one; one was for professional development and the other one coming out of AB602 funds, these will now be reflected on one line item only.

Board Member Rosas stated that this item needs approval; Board Member Rosas called for a motion to approve the revisions made to the SELPA Budget Allocation Plan for 2018-19. Board Member Skelly made a motion to approve the revisions made to the SELPA Budget Allocation Plan for 2018-19; Board Member Milliken seconded. Board Members Collver, Campbell, Milliken, Baker, Rosas, Skelly and Wooliever voted in favor; none opposed. Board Member Pittman was not present at the time of the voting.

6.3 Receive Report on Compliance Monitoring in San Mateo County SELPA

The SELPA Associate Superintendent stated she was not going to give a presentation on compliance monitoring, but since she provided the slides of the presentation, she wanted to summarize how the SELPA is integrated in the California System of Support along with LCAP and IDEA monitoring activities and how we’ve been working with the COE and the CDE to obtain the desired outcomes of increased student achievement for special education students.

Report was provided for information only; no action was required.

6.4 Receive updated Housing Plan Policy related to programs operated by SMCOE K-12 Services

The SELPA Associate Superintendent submitted an updated Housing Plan Policy to the Administrators Council to reflect the need for students placed in SMCOE programs housed on LEAs sites to receive equal treatment, access and resources while they received services from SMCOE. The main changes to the policy were: 1) language adjustment on minimum number of students enrolled in SMCOE programs; previously the number was four and now the minimum number is one, which can trigger a request for program space at an LEA site. 2) Language adjustment to extend the period of facilities agreement between SMCOE and LEAs from one year to three years (unless otherwise agreed to by the parties) and 3) adjustment made to the dispute resolution process to ensure that communications/challenges are worked out at the lowest level possible prior to coming to the SELPA Governing Board. The policy was reviewed and approved by the Administrators Council on 10/19/18.

Board Member Pittman noted that the first adjustment, mentioned on page 50, item #1, does not match the procedure item #8 mentioned on page 52. The SELPA Associate Superintendent noticed that she didn’t provide the final policy document, apologized and stated she’ll bring this item back for vote at the next Board meeting in December.

7. UPDATES

7.1 Senior SELPA Administrator’s Update
The SELPA Associate Superintendent provided an update of the several projects she is currently working on.

7.2 Board Member Comments
Board Members Skelly and Colliver thanked the SELPA Associate Superintendent for her help, guidance and commitment to the Board.

7.3 County Superintendent’s Report
Anne Campbell, County Superintendent of Schools, provided her last update of SMCOE programs/events. She thanked the SELPA Associate Superintendent Anjanette Pelletier and commended her for her hard work with the SELPA.

8. SPOTLIGHT PRESENTATION

8.1 SELPA Application for Systemic Improvement Lead Partnership
The SELPA Associate Superintendent gave a presentation about the application for Systemic Improvement Lead Partnership she’s submitting to the California Collaborative for Educational Excellence (CCEE) and the CDE for a five-year grant focused on educational improvement and success for students with disabilities. CCEE and CDE will announce their final decision on 12/1/18.

9. ADJOURN TO CLOSED SESSION
Board Member Rosas called for a motion to adjourn the meeting at 10:07 a.m. Board Member Baker made a motion to adjourn the meeting and Board Member Skelly seconded. Board Members Colliver, Campbell, Milliken, Baker, Rosas, Skelly, Wooliever and Pittman voted in favor; none opposed.

Next SELPA Governing Board Meeting – December 18, 2018
In response to multiple complaints about the data gathering software (CASEMIS) in use for over three decades, the CDE implemented a transition to CALPADS. More secure, more accurate, and more reliable, CALPADS was seen as the gold standard for data submissions and analyses.

With this transition from CASEMIS to CALPADS as the reporting software for the CDE, our training program has increased from monthly webinars to the activity displayed below:

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<th>SEIS USER TRAININGS</th>
<th>New SEIS Gurus</th>
<th>On Site LEA #/Month</th>
<th>LEA User Webinar #/Participants</th>
<th>NPS/A User Webinar #/Participants</th>
<th>Site Administrator Webinar #/Participants</th>
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Previous to this year, CDE would release the CASEMIS software in November, allowing us to run a CASEMIS report and give the SEIS Gurus two weeks to work on correcting errors before our Data Dive. This year, the Data Dive was held on November 16th, before the CASEMIS software was released. Using Shared Searches in SEIS, we continued coaching the SEIS Gurus to clean their data. The CASEMIS software was released several days later, and we were able to run our first report on November 20th, resulting in just over 2,700 Errors (in previous years, our first run would typically result in approximately 5,500 Errors).

Between November 16th and the morning of November 30th, three more versions of the software were released. At the end of the business day, November 30th, 252 Errors remained, most of which seemed to be due to software issues, rather than actual Errors. Upon running the report at the statewide level, it became apparent that a fifth version of the software was needed. At the time of this writing, the final version of our report has just been run, and SEIS Gurus have the go-ahead to continue making corrections. The SELPA team will work with LEA members to correct all errors prior to the submission date. Our plan is to submit data before the winter holiday on December 21, 2018.

Prepared By:  Anjanette Pelletier, Associate Superintendent
San Mateo County SELPA Governing Board

Board Agenda Item

Meeting Date: December 18, 2018

Subject: Agenda Item #: 5.2
Accept presentation on Alternative Dispute Resolution Program

Action Requested:
None

SELPA staff will provide a presentation providing updated information on the Alternative Dispute Resolution program, including identification of reported metrics, three year trends for implementation and utilization of the program, sharing information about communication and ongoing training provided for and by staff related to ADR activities.

Karen Breslow, SELPA Program Coordinator, will share highlights of LEA level trainings and support in addition to the other information about the success of the program and ongoing opportunities for expansion and growth.

Prepared By: Anjanette Pelletier, Associate Superintendent
San Mateo County SELPA
Update on Program Implementation
Alternative Dispute Resolution
December 18, 2018
Alternative Dispute Resolution Grant
San Mateo County SELPA

San Mateo County SELPA was one of the original recipients of an ADR grant from CDE. Grant reports from 2004 to 2013 indicate a steady integration of ADR options across the SELPA. Focus was on providing earlier intervention, with relatively few Facilitated IEPs completed in the earlier years of the grant.

The Center for Appropriate Dispute Resolution in Special Education is a national organization, funded by IDEA dollars, focused on increasing the use of local resolution and prevention to special education disputes.
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**CADRE Continuum of Options**

https://www.cadreworks.org

For parents, increasing parent support and engagement training for process are family components in the ADR.

Fundamental earlier stages of conflict, assistance options at interventions and focuses on developing San Mateo County SELPA.

CADRE Continuum of Options
San Mateo SELPA Continuum

**Stage 1**
- **Capacity Building as Prevention:** Providing support to IEP Team members to prevent conflict from occurring.
  - SEDAC: Special Education District Advisory Council - Parents of children with special needs are available to provide factual and emotional support to other parents within the district.
  - RPC Training: Resource Parent Council - Parents with additional training in the IEP Process are available for support and individual consultation on the IEP Process, how to effectively advocate for your child, and how to maintain positive relationships with your child’s teachers and service providers.

**Stage 2**
- **When IEP Team Members Disagree:** At the first sign of conflict, these interventions can head off further conflict or damage to relationships.
  - RPC Parents: Resource Parent Council - Parents with additional training in the IEP process are available for support and individual consultation on the IEP Process, how to effectively advocate for your child, and how to maintain positive relationships with your child’s teachers and service providers.

**Stage 3**
- **When IEP Team Members are “Stuck”:** If you find you or other members of the IEP Team keep having the same conversations, more intensive interventions are available.
  - Facilitated IEP: A neutral facilitator is available to prepare separately with a family and one school contact person to define Desired Outcomes and determine the best problem-solving strategies to get the team to these outcomes. See brochure at [http://www.smcoe.org/assets/files/learning-and-leadership/selpa/forms/IEP%20Meetings%20Document.pdf](http://www.smcoe.org/assets/files/learning-and-leadership/selpa/forms/IEP%20Meetings%20Document.pdf).

**Stage 4**
- **When Due Process Seems Imminent:** This level of intervention is a final attempt to resolve the conflict before handing the case to an Administrative Law Judge or Mediator, where the IEP Team is given a solution by a third party who is not even familiar with the child or the school.
  - Facilitated Resolution Session: A neutral facilitator reads the Due Process or Complaint filing and the responding party’s written response, brings the parties together to suggest a resolution, and then guides the family and district Special Education Administrator through problem-solving strategies to see if the issues can be resolved.
Public Awareness Activities

San Mateo County SELPA works to ensure public awareness of ADR options via multiple formats:

1. Cohort Trainings
2. Invitations to partner agencies
3. Review of content with LEA leadership
4. Engaging with Program Specialists
5. Training with RPC
6. Collateral Materials
7. Website Presence
ADR Grant Assurances

- Use the funds solely for the purpose of developing and testing procedures, materials, training, evaluation, and implementation of Alternative Dispute Resolution (ADR) in special education.

- Continue to implement and apply benefits of the activities funded by this grant without additional awards from the California Department of Education.

- Agree to attend at least one statewide professional development event that addresses mediation and other ADR practices.

San Mateo County SELPA receives an average of $15,000 per year from CDE
Success of Facilitated IEPs

San Mateo County SELPA provides Facilitated IEP services to families and LEAs who desire support in resolving conflicts.

Total number of FIEPs has been declining as LEAs engage SELPA and ADR options earlier in the process and preventatively address potential conflict and disagreement.
Success of First Response Support

San Mateo County SELPA focuses on developing interventions and assistance options at earlier stages of conflict.

As families and LEAs engage with SELPA and/or ADR options earlier in the process, fewer high level conflicts result in due process or FIEP.
Success of Facilitation Skills Training

A key component of having a functional ADR continuum is engaging local practitioners to have an expanded cohort of ADR partners.

SELPA has invited regional community based organizations such as GGRG, PHP, Gatepath, and local advocates to participate in ADR to ensure that common messages are shared.
IEP Compliance Trainings

As a complement to our ADR options, SELPA has coordinated with County Counsel to ensure that Best Practices and Compliance trainings are available for LEA staff on high leverage practices, common themes or areas for extra attention within the IEP process.
**LEA Engagement with ADR**

The majority of the LEAs within San Mateo County SELPA have participated in our Facilitated Skills Trainings.

The list at right indicates those LEAs that have directly engaged the supports of the SELPA team members in ADR processes and practices for conflict resolution and prevention.

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Next Generation Supports and Service

SELPA is working to ensure that more practitioners have access to base facilitation skills by broadening the types of personnel who attend.

Alternate formats for presentations and trainings are increasing engagements.

Over the last two years the number of trainings delivered via webinar has allowed more people to access from local sites.

ADR Conferences and integration with SELPA areas of focus.

The team attends ADR conferences, presenting at several over the past three years and supporting LEA members to attend to expand skills.

The SELPA team is working to incorporate San Mateo County focus areas of Cultural Humility, Trauma Responsive Practice and Social Emotional Learning into our ADR trainings and practices.
Questions?
**ADR is:**

- **Rapidly Responsive:** Appointments are typically scheduled within three days to two weeks.
- **Free of Charge:** No fees associated with any of these options.
- **Confidential:** Information is shared outside of the process on a "need to know" basis.
- **Protective of Legal Rights:** No one relinquishes their right to pursue legal remedies, should they not be satisfied with the outcome of an ADR strategy.
- **Focused on Desired Outcomes:** Written agreements are integrated into the IEP document, with support provided for progress monitoring.

**If you think ADR might be helpful in your situation, please call the ADR Intake Coordinator at 650.802.5473 for a consultation.**

**Appropriate Dispute Resolution Options**

The San Mateo County SELPA Office provides IEP Team members with a variety of Appropriate Dispute Resolution (ADR) strategies when disagreements stall decision making in an IEP meeting. ADR options utilize neutral facilitators or neutral panel members who guide the team through specific strategies to yield creative, legally compliant, and collaborative solutions. Along the way, IEP Team members learn to communicate openly and heal damaged relationships while crafting stronger plans for students with special educational needs. Through ADR, IEP Teams ultimately retain control of the decision making process, rather than abdicating to a hearing officer or judge who dictates one and only one solution—without even meeting the student, or seeing the classroom options.
The San Mateo County SELPA Appropriate Dispute Resolution (ADR) options address four stages of conflict management. Stage 1, the most important stage of conflict management, is Prevention. The foundation of our ADR program is the avoidance of conflict at the family and district level. Through parent engagement and training, staff training in communication and conducting productive meeting skills, conflict is preempted. A more detailed description of these processes is displayed in the Prevention column below.

In later stages, conflicts may be resolved through a “third-party assistance” approach, including more formal procedural actions to prevent the need for legal actions. A more detailed description of ADR Dispute interventions is displayed in the table below. In each column are specific processes currently available to any member of a student’s IEP Team. Stage 2 is the Disagreement stage, with interventions designed to head off further conflict and damage to the relationships between IEP Team members. Stage 3, the Conflict stage, includes ADR processes that are helpful when an IEP Team is frustrated by repetitive meetings and conversations in which conflict is never resolved. And finally, Stage 4 suggests a powerful intervention for when legal proceedings seem imminent.

If you have questions about the information below, or find your IEP Team in one of these stages, contact the ADR Intake Coordinator for a confidential initial intake consultation at 650.802.5473.

<table>
<thead>
<tr>
<th>STAGE 1: CAPACITY BUILDING AS PREVENTION</th>
<th>STAGE 2: WHEN IEP TEAM MEMBERS DISAGREE; At the first sign of conflict, these interventions can head off further conflict or damage to relationships</th>
<th>STAGE 3: WHEN IEP TEAM MEMBERS ARE “STUCK”; If you find you or other members of the IEP Team keep having the same conversations, more intensive interventions are available</th>
<th>STAGE 4: WHEN DUE PROCESS SEEMS IMMINENT; This level of intervention is a final attempt to resolve the conflict before handing the case to an Administrative Law Judge or Mediator, where the IEP Team is given a solution by a third party who is not even familiar with the child or the school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEDAC; Special Education District Advisory Council- Parents of children with special needs are available to provide factual and emotional support to other parents within the district.</td>
<td>RPC PARENTS; Resource Parent Council- Parents with additional training in the IEP process are available for support and individual consultation on the IEP Process, how to effectively advocate for your child, and how to maintain positive relationships with your child’s teachers and service providers.</td>
<td>FACILITATED IEP; A neutral facilitator is available to prepare separately with a family and one school contact person to define Desired Outcomes and determine the best problem solving strategies to get the team to these outcomes. See brochure at <a href="http://www.smcoc.org/assets/files/learning-and-leadership/selpa/forms/IEP%20Meetings%20Document.pdf">http://www.smcoc.org/assets/files/learning-and-leadership/selpa/forms/IEP%20Meetings%20Document.pdf</a></td>
<td>FACILITATED RESOLUTION SESSION; A neutral facilitator reads the Due Process or Complaint filing and the responding party’s written response, brings the parties together to suggest a resolution, and then guides the family and district Special Education Administrator through problem solving strategies to see if the issues can be resolved.</td>
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<td>RPC TRAINING; Resource Parent Council- Parents with additional training in the IEP process maintain an informational website and host training sessions for parents new to the process. Visit the website at <a href="http://www.smcoc.org/selpa">www.smcoc.org/selpa</a></td>
<td>FACILITATED MEETINGS; Meetings with a trained neutral facilitator can help focus the entire IEP Team, or particular members, on what their Desired Outcome is for a student. This type of meeting may be helpful to assist families to identify clear goals for their child and to explore future possibilities, or if there are questions about the value of a service for their child. It is similarly helpful for school staff members of an IEP Team to explore options for a student, the meaning of conflicting data, or to resolve philosophical differences.</td>
<td>SOLUTION PANEL; A panel comprised of an administrator, teacher, related service provider, and other community member can be available to hear a summary from IEP Team members and to suggest solutions for the team to explore.</td>
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<td>STAFF DEVELOPMENT; Throughout the year, the SELPA Office provides technical training in compliance, Evidence Based Best Practices, and study sessions for teachers and related service providers.</td>
<td>FILE REVIEW; Any member of an IEP Team can request a review of a student’s file for technical advice or as a compliance review.</td>
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<tr>
<td>TELEPHONE/E-MAIL CONSULTATION WITH THE INTAKE COORDINATOR; The SELPA ADR Intake Coordinator is available via phone and e-mail to parents, educational advocates, school administrators, teachers and related service providers to answer questions or refer you to other SELPA staff with a specialty in the area of your concern</td>
<td>EXPERT TEAMS; Teams of specialists in the areas of Behavior, Autism, Augmentative and Alternative Communication (AAC) are available to advise IEP Teams as they seek solutions to the challenges a child faces in the classroom.</td>
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How does the Facilitator prepare?

In order to ensure neutrality, the Facilitator does not read IEPs, reports, or correspondence between the parties. Instead, the neutral Facilitator conducts pre-meeting interviews with both parties, giving them time to consider how they can move towards possible resolution and to focus the discussion during the FIEP meeting. The Facilitator may exchange information on resolvable issues between the parties, if they think this can narrow the focus of the FIEP meeting by resolving minor issues. These exchanges are done with full knowledge of both parties, as confidentiality is greatly respected by the Facilitator.

Once the neutral Facilitator has gathered all of the information they deem necessary, they will develop an Agenda and Process Agreements- the rules of conduct- for the meeting. They will distribute these in advance for approval from the team members. In developing the agenda, they may also prepare the Group Memory-charts that may be used during the FIEP meeting to record the meeting process and content:

What is the Facilitator's role in the FIEP?

The neutral facilitator will:
- Maintain the team’s focus on the student’s needs, and their future educational program.
- Encourage open communication.
- Ensure that all parties are heard.
- Support the IEP Team in collaboratively problem solving
- Assist the team in reaching consensus on as many points as possible.

As in any IEP all members equally share responsibility for the IEP meeting process and the results. Usually, collaboratively responding to these problem solving strategies helps the team move forward with healed relationships. The neutral Facilitator will guide even the most sensitive interactions in a way that enhances future communication. Simply put, participants learn new ways of communicating that result in more respectful, open, and honest communication in the future.

To summarize, the role of neutral Facilitator is to ensure that the IEP Team does their best problem solving while interacting respectfully, with the focus on future action. Thus, the neutral Facilitator serves the whole group rather than an individual, and assists the group with the process of the IEP meeting rather than the content of the IEP. The agenda developed keeps the focus of the meeting on the student and their educational needs.

Benefits of Facilitated IEP Meetings

- Past experiences among IEP Team members may hinder future possibilities of working together productively. A neutral Facilitator (someone with neither history with the group nor any future relationship) often changes the environment and outcome of an IEP meeting by helping the IEP team find effective ways to problem solve and interact.
- The Facilitator enables the IEP Team to heal and build strong relationships among its individual members, problem solve as a group, reach true consensus, focus on the student’s needs, and experience an efficient and productive meeting through effective communication skills.
- The Facilitator’s skill set prevents the IEP meeting from getting off track with respect to either content or process. They can intervene effectively during the IEP meeting to get people back on track, should the team begin to engage in old habits.
Students with special educational needs do best when families and school staff work in partnership. Strong and effective relationships are grounded in mutual respect and trust and when communication is open and honest. Unfortunately, sometimes relationships are damaged, and the development of an IEP is stalled. Previously, the only solution was Complaints or Due Process. The San Mateo County SELPA offers a productive alternative.

Known as a Facilitated IEP (FIEP), this process uses a trained neutral Facilitator. This Facilitator is not a member of the IEP team, which means they do not contribute to the content of an IEP. Instead, they guide the process. When a team is stalled in their efforts to reach consensus in crafting an IEP, skilled facilitators guide the meeting in such a way that results in win-win solutions for the student.

**How Do I Know Which Option to Use — FIEP or Mediation?**

This, of course, is up to either party, but here are some general considerations:

- If the IEP team seems deadlocked solely or primarily about specific IEP-related matters, then requesting an FIEP meeting may be the best option.
- If the IEP team’s concern involves both communication/relationship issues and IEP-related matters, requesting an FIEP meeting can be the most powerful and effective intervention. The neutral Facilitator is trained to be sensitive to communication and relationship issues, and to help IEP Team members repair their relationships so that they can move forward in a positive and productive manner after the FIEP.

**Keys to Success**

All parties (family, school staff, and facilitator) agree to be cooperative, courteous, honest, and open. The more IEP Team members are able to openly share relevant information during the FIEP, the more successful the team will be in developing and implementing the best IEP possible for a student.

When should an FIEP Meeting be used?

If you find yourself, either as a family member or a staff member, feeling frustrated because you are:

- Spending your time repeatedly participating in e-mails or phone calls about issues that do not deal with a student’s academic progress and feel that many of these interactions are hurtful.
- Attending multiple IEP Meetings for the same issues with little or no resolution. A team member might even state they are considering legal action.
- Leaving IEP meetings feeling that you are not being heard or you have not even been given the opportunity to give your input.
- Suspecting that someone on the team is really representing an interest group whose agenda is not focused on the student.

**Who can request a Facilitated IEP?**

Family members, advocates, agency members, and school staff can independently contact the San Mateo County SELPA Office to request an FIEP by calling 650.802.5473. You will speak with the Facilitation Coordinator, who will determine the appropriateness of an FIEP.

**What happens next?**

The Facilitation Coordinator will send you a Request form. You can fill out the form and return it to the Coordinator, or give it to the other party to complete and submit. If you return the form without the other party’s information and signature, the Facilitation Coordinator will speak to the other party and seek their agreement.

**When both parties have agreed to an FIEP, how does the process work?**

The Facilitation Coordinator will contact the District to schedule the FIEP no sooner than 10 days out. This gives the neutral Facilitator time to conduct interviews with both parties. These interviews will be either over the phone or in person. When interviewing both parties, the Facilitator is seeking information to clarify the issues, determine the Desired Outcomes each party seeks, and to explain the FIEP process in greater detail.
Subject:  Agenda Item #: 6.1
Receive updated Housing Plan Policy related to programs operated by SMCOE K-12 Services

Action Requested:
Approve

Discussion:
The Associate Superintendent for SELPA has submitted to the Administrator’s Council an updated Housing Plan Policy to reflect the need for students placed in SMCOE operated programs housed on LEA sites receive equitable treatment, access and resources while they receive services from SMCOE. The AC and SMCOE have a shared commitment to inclusive practices and equitable treatment of all students with disabilities, and the updated Housing Plan incorporates additional language to ensure continuity of program and placement for students.

Three main adjustments were made:

1. Language was adjusted regarding the minimum number of students enrolled in SMCOE operated programs that could trigger a request for program space on an LEA site. Previously the minimum number was 4, now the minimum number will be 1 student.
2. Language was adjusted to extend the period of the facilities agreement between SMCOE and LEAs from one year to three years, unless otherwise agreed to by the parties.
3. Adjustments were made to the dispute resolution process to ensure that any communication or other challenges are worked out at the lowest level possible prior to coming to the SELPA Governing Board.

The housing policy language was reviewed and approved by the Administrator’s Council on October 19, 2018 and again on November 16, 2018.

Financial Summary:
None

Prepared By: Anjanette Pelletier, Associate Superintendent
HOUSING PLAN

It is the policy of the SELPA Governing Board that local educational agencies (LEA)s and the SMCOE establish and maintain cooperative and positive partnership to serve students located on LEA sites in SMCOE-operated special education classes. LEAs will work together with SMCOE to create and maintain educational environments that are welcoming and open to students attending SMCOE-operated special education classes. All parties work towards establishing a climate of acceptance for students with disabilities and to foster integration at the school sites. Students attending SMCOE-operated special education classes will be provided access to school site programs and activities, as are their non-disabled peers. This will include equal access to lunch, recess, school activities and appropriate classroom and site inclusive opportunities, which should include fieldtrips, assemblies, Outdoor Education, Graduation and Promotion ceremonies, etc. whenever possible and appropriate. The IEP is the determining factor for student participation in the school programs and activities.

It is also the policy of the SELPA Governing Board that LEAs and the SMCOE agree to work towards the elimination of any and all systematic barriers that may be facing students with disabilities.

Approved by SELPA Governing Board 10/3/00
Approved by Administrators Council 10/19/00
Language Clarification 3/6/01
Amendments to Procedures approved by SELPA Governing Board 9/12/06
Revised by SELPA Governing Board 11/2/10
Revised and Approved by SELPA Governing Board 6/10/14
Revised and Approved by SELPA Governing Board 12/18/18
SAN MATEO COUNTY SELPA HOUSING PLAN

Procedures

1. Students will be located in, or as close to, their neighborhood schools as possible and appropriate.

2. All school facilities purchased or newly constructed for use, in whole or part, by students with disabilities shall be designed and located on the schools site so as to maximize interaction between students with disabilities and their non-disabled peers to meet all student needs. (EC 17070.80) Efforts will be made to maximize the opportunities for students with disabilities to be located so they can be educated in the Least Restrictive Environment (LRE). Students with disabilities shall be located at sites to support mainstreaming with age appropriate peers.

3. Special education class facilities will comply with all applicable state and federal laws (Section 504, ADA and IDEA).

4. SM COE-operated special education classes shall be included in all site disaster plans and evacuation plans with the particular needs of the students considered.

5. The location of classrooms for students with disabilities will attempt to minimize the amount of time students spend in travel from home to school.

6. The relocation of special education classes will be minimized so as to ensure continuity of services for the social, academic and emotional well-being of students with disabilities. Special education classes should be relocated with the same frequency as general education classes.

7. Locations that house therapeutic milieu classes must provide appropriate classroom and ancillary space including dedicated nearby confidential space that will allow for the provision of counseling for students who have IEPs with such services.

8. Each LEA is responsible for providing to SM COE classrooms for students who reside in the LEA and require placement in SM COE-operated special education classes. Any referral to SM COE-operated programs will trigger the opportunity for SM COE to negotiate with the LEA for housing space. In order to best meet the needs of students referred to the SM COE programs, housing locations may need to be considered on a geographical or regional basis in the future. An LEA is required to provide housing space when the LEA has 4 or more students enrolled in SM COE-operated programs. For additional classroom considerations, LEA enrollment in SM COE-operated programs is calculated and divided with a divisor of nine (9) LEA enrollment in SM COE-operated programs is calculated and divided with a divisor of nine (9) students per classroom. If the remainder of the divisor is less than or equal to four (.4), an additional classroom is not required. If the remainder is five (.5) or above, the LEA is required to provide additional classroom space.

9. Consultation between SM COE and LEA will be used to determine if a classroom should be located on a preschool, elementary, middle or high school campus based on the age range and needs of the students served in the program. Classroom space shall comply with legal standards. SM COE-operated classroom space shall be equitable with typical classrooms on the site in size and configuration.
10. The following procedure will be used to determine space required of each LEA:
   a. No later than October 15th, LEAs will inform SMCOE of their intent to transfer a
      SMCOE-operated class to an LEA operated class for the following school year.
   b. No later than January 15th of each year, the SMCOE will provide each LEA with:
      (i) A list of students placed in SMCOE-operated special education classes as of
          January 15th of that year.
      (ii) Projected enrollment data for the following school year will be provided
           with students separated into the number of students in preschool, kindergarten,
           elementary, middle and high school classes.
   c. No later than March 1st of each year, LEAs will provide the SMCOE Administration, a
      list of the site(s) where special education classes can be located. Classrooms shall be
      available no later than three (3) weeks prior to the start of regular school year.
   d. No later than May 15th the SMCOE will inform the LEAs of the classrooms they will
      be using for the new school year.

11. LEAs will provide the number of classrooms required by the previously stated formula.
    If the LEA does not meet its obligation, they have two (2) options:
    a. Bear all costs for a classroom(s) on its site(s);
       Or
    b. Find and fund another suitable classroom space in another location or LEA.

12. The following sanction(s) will be invoked for LEA failure to meet their housing
    responsibility pursuant to Item 8.
    a. Effective July 1st SMCOE will not accept any referrals for the subsequent school
       year to SMCOE-operated special education classes from that LEA.
       SMCOE will negotiate with the LEAs on a case-by-case basis if additional
       classroom space is needed.

13. Classrooms must be available for the regular and extended school year.

14. Referral for placement in an SMCOE-operated program indicates agreement with this
    policy. This agreement constitutes a three-year facility agreement between the LEA and
    SMCOE, unless both parties mutually agree to a longer facility agreement. Facility
    agreements will start on August 1st and end on July 30th.

15. Special education classes with extended school year shall be allowed to remain on the
    site until the end of the extended school year session. SMCOE shall have access to the
    site for the entire extended school year session.

Maintenance and Operations

1. The LEA is responsible for preparing and maintaining the classroom(s) to the LEA
   standards. The SMCOE-operated classrooms shall have wiring for telecommunications
   comparable with other classrooms on site;

2. The LEA will provide custodial services on LEA sites during the regular and extended school
   year equivalent to the general education classrooms on site and in compliance with health
   and safety standards.

3. The SMCOE is responsible for necessary interior modifications of classrooms. Interior
   modifications shall be done only after consultation and approval by the LEA.
4. The LEA will include classrooms occupied by the SMCOE in Williams inspections and will provide the SMCOE with a copy of the report.

5. The LEA will provide internet and technology access equivalent to other classrooms on site, including 21st century technology to access Smarter Balanced Assessments.

6. LEAs will provide dedicated telephone access via landline, VOIP or other available technology, commensurate with any other classroom on site.

Relocation of Classes

1. If at the end of this the facility agreement the students have to be relocated within the school site; the LEA will be responsible for moving the class.

2. If the class is moving off site the SMCOE will be responsible for moving the class to the new location.

Appeal/Dispute Resolution

In the event that concerns arise about the Housing Policy or other issues related to location and operation of classrooms on LEA sites, parties are encouraged to resolve such concerns at the lowest level of authority possible. Housing concerns should first be discussed between SMCOE program principal and school site principal. If a resolution is not achieved, SMCOE Student Services leadership will communicate with the LEA Special Education Director to continue working towards a student focused resolution. The Associate Superintendent for SELPA may be engaged to facilitate any disputes or other challenges that arise. In the event that resolution cannot be reached, the SELPA Governing Board will hear any unresolved disputes relative to the housing plan at the next scheduled SELPA Governing Board Meeting.
**San Mateo County SELPA Governing Board**

**Board Agenda Item**

**Date:** December 18, 2018

**Subject:** Associate Superintendent’s Update

**Agenda Item #:** 7.1

### Action Requested: None

**Attended Coalition for Adequate Funding and SELPA Meetings**

Data Informed Non-Compliance (DINC) reports have been completed. Original notifications from CDE, which were reported at last SGB meeting, had multiple errors in the data. We were please to find that we had only 10 LEAs with DINC findings, not 18, and we were also pleased to find that most LEAs had fewer than 5 corrections needed. The website correction process was finalized on November 20, and final corrections were submitted on November 30.

Performance Indicator Review LEAs are awaiting notification of initial or ongoing participation. We have been informed by CDE that they are anticipating late notification this year – they indicated they are aiming for notification by December 15. SELPA received a preview of monitoring data from CDE on December 4. The individual LEA level previews were shared with AC members on Thursday, December 6. It appears that only 11 LEAs continue with PIR monitoring and NONE continue on in the areas of statewide assessment participation. Our efforts last year were highly successful in improving student access and participation in the SBAC assessments. Last year 20 LEAs were selected for this compliance monitoring activity, which include convening of a stakeholder group to review and identify systemic and root causes of non-compliance with the Annual Performance Report Indicators. We have been informed that timelines for completion of PIR plans will more closely align with Differentiated Assistance timelines, which means due dates towards the Spring. A SELPA member will be part of each local stakeholder group.

Disproportionality review documentation was submitted and CDE is reviewing our files for compliance. At this time we have not yet received notification of any corrective actions, but based on prior year submissions there will be some corrective or additional documentation requested, typically with a due date 15 days after receive of the request from CDE.

SELPA staff completed CISC training focused on improvement science and differentiated assistance. All SELPA staff will attend the Carnegie Improvement Science Summit in April and we will incorporate PDSA practices as part of our LEA support related to data, student outcomes and program monitoring. Application on theory in action is occurring via our partnership with SMCOE on Differentiated Assistance to LEAs and in support provided to LEAs struggling with Disproportionality.

5 LEAs have been identified as eligible for Differentiated Assistance in the area of Students with Disabilities from the SMCOE team, and the SELPA has been collaborating with the DA team to ensure appropriate DA assistance for LEAs with needs for students with special education needs. Focus for SELPA will be on aligning PIR, LCAP, Dispro and DA planning and activities so that teams are focused on the same goals and outcomes as part of all their required monitoring activities.

Unfortunately, the SELPA application for statewide systemic lead was not successful. We were selected as a finalist and participated in both first and second round interviews. We were thanked for our application but the CCEE and CDE selected the other team. We are very proud of the work we put into the application process and of our ideas and concepts. SELPA team members will be considering how to incorporate many of the goals and ideas into local implementation plans.

**Prepared by:** Anjainette Pelletier, Associate Superintendent
Board Members will be provided with an opportunity to share information relevant to special education, the operation of the SELPA, or other information of interest to the special education community as a whole.
### Board Agenda Item

**Meeting Date:** December 18, 2018

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**Action Requested:**
Discussion

Nancy Magee, County Superintendent, will provide an update on the San Mateo County Office of Education programs and services.

**Financial Summary:**
None

**Prepared By:** Anjanette Pelletier, Associate Superintendent
San Mateo County SELPA Governing Board

Board Agenda Item

Meeting Date: December 18, 2018

Subject: Agenda Item #: 8.1

Spotlight Presentation: Spotlight presentation from San Carlos Elementary School District

Action Requested:

Suzanne Webster-Morris, Director of Special Education and Calli Stamates from San Carlos Elementary School District will spotlight a program from their district providing best practices to students with disabilities.

This is video demonstrating differentiated instruction for preschool students with moderate/severe disabilities. It shows all the differentiated ways of responding to a question (buttons, Alternative Augmented Communication devices, talking) throughout a story. This is a preschool at its best! With the use of augmentative communication tools, all students can participate.

Financial Summary:

None

Prepared By: Anjanette Pelletier, Associate Superintendent