

SCUSD Community Advisory Committee for Special Education
General Meeting
Tuesday, October 19, 2021
6:00 - 8:00 PM

Meeting Notes

Meeting Recording:

https://scusd.zoom.us/rec/share/Feofj43ycN0qUrzGT1csjff9krHrwKtKJyvUrQdnTLdkxclkuYf4AhmR2nOnAiw.24bldjbT9lR_gJS7 (Passcode: e4n+^4LH)

Item 2.1. Public Comment

- Franschelle Brown, member of African American Advisory Board. Question: Since Independent Study group is already at capacity, what is the Board planning to do in January if kids do not want to get vaccinated? (Benita said that we cannot answer questions during public comment, and that CAC does not have those answers.)

Additional Item: Update from Disability Rights California

- CAC officers moved and unanimously voted to add this agenda item, which Chair Shaw stated was inadvertently left off of the agenda
- Lauren Lystrup, staff attorney. Reaching out to community groups including this one to talk about state's new independent study law. Contact us if you have any questions about your individual matters. AB 130 replaced what we had last year. All school districts must offer IS for any child who would be at risk by traditional instruction, as determined by parent by guardian. For SWD, IS is a placement and requires approval of IEP team. Different from distance learning, which was not a change in placement. If IEP team denies IS, they need either to go to the classroom or they may be able to qualify for home hospital. AB 130 does not explicitly require districts to provide IEP students with enrollment in IS – must be IEP team decision. IEP teams around the state are finding that IS model is not appropriate for SWD. CDE themselves say in their publications that IS is not for all students, meant for highly independent students. In response to this, DRC filed complaint against State of California saying that AB 130 is discriminatory against SWD. Also filed Federal lawsuit in Northern District of CA, similar claim of discrimination. Asking DOJ and Courts to step in to find violations of various laws. Sought: alternatives to traditional classroom. Intake line: 800-776-5746.
- Benita offered standing update time for DRC at CAC meetings.

Item 3.1. Presentation on Support and Services by Dr. Kimberly Mackey

- Kenya Martinez introduced Dr. Mackey
- Presentation available in meeting recording

Item 3.2 Comment and Discussion on Support and Services

- Deirdre: Question about twice exceptional students. Answer: Child qualifies for IEP usually just based on one exception. IEP team will identify goals supporting each exceptionality. Goals should be written based on grade level.

Items 4.1 and 4.2 SELPA Update and SDC Consolidation discussion

- In SPED leveling, 7 RSP teachers and 3 SDC teachers were affected.
- In total, 7 SDC classes closed during leveling. 4 of those had vacant teacher positions. Affected approximately 25 students throughout those SDC classes.
- Reasons for leveling: AB 130 caused low enrollment, desire to provide high quality first instruction, credentialed teachers to as many students as possible.
- Admit poor communication around leveling. We had an after-action review. One improvement: Springtime focus. During translon IEPs, changes into programs. Make better recommendations about next year's classes. Feedback survey available. Results will be shared with after-action team.
- Sarah Williams Kingsley: Do the 3 SDC teachers affected include the AM Winn teacher from the news? District said they did not move him. How was that school treated vs. other affected classes.
 - Geo: The 3 does not include the AM Winn teacher. With respect to that teacher, the decision to keep that SDC was not about the publicity but the nature of the IEPs.
- Sarah Williams Kingsley: If you had told us a few years ago that SDCs would be closed, CAC might have welcomed that. It shows that placing students outside of general classrooms is on the decline. But in this case, the closures were concerning taking into account individual needs.
 - Geo: Note that Great City Schools report noted that SCUSD is heavy on SDCs.
- Kenya Martinez: African American Advisory Board recommended furthering District mission for more teachers of color. For recruitment slide, no mention of that.
- Toni Tinker: Recruitment flyers are coming to black staff and faculty at SCUS. I am seeing this. The pool is small, but we are working to recruit in this area.
- Compensatory Education plan coming soon. Met with CDE on September 27th. To present plan to Board in November. Collaborate with families on IEP issues. Not "us vs. them." Student centered.
- Taylor Kayatta: Is compensatory education specific to IEP or for general student population? If so, how does his affect IEP teams?
 - Geo: Relates to IEP teams. Will work with the teams to identify what was missed and how to catch up. Catch up will be over two years.
- Kenya Martinez: Need to work with DREDF which is the PTI. Recommend working with them to make sure parents know their children are eligible for compensatory ed.

Item 5.1 SCTA Report (David Fisher)

- Issues in the district: Staffing Shortages. Vacancies in SpEd – still contracting out 45 SpEd positions. Hard to compete with other Districts and the nationwide teacher shortage. SCTA had proposed extending current contract with small increases and then focus on

growth going forward. District responded with essentially a 5-year wage freeze. This on top of SCUSD's frequent "pink slipping" (layoffs that may or may not happen) causes recruitment issues. Also can't hire when you have a pink slipping event.

- Adjustments in class sizes (e.g. consolidation) used to occur between the school years. We should return to that.
- Compensatory education: Glad to hear about the survey. But not sure teachers have received it.
 - Geo: Tonight's survey is for community. Staff survey coming soon.
- Kenya Martinez: What recommendations are you making to recruit?
 - David: Increase pay for speech and language pathologists. Lots of these positions are contracted out. Long standing goal to recruit and retain teachers that reflect the diversity of our district. Proposal to start a pipeline with CSUS and Los Rios. This got dropped in the past.
 - John: Pipeline issue was designed to identify SCUSD students while still in high school, give them support, assist them through community college and/or 4-year college. Financial support during college. Know that a position is waiting for you when you graduate. Also, really hard to consider filling vacancies when the District is proposing massive cuts. You have to pay the going rate; Econ 101. For substitutes, they don't have health benefits or sick time. Especially with teaching in a pandemic, there should be a specific number of benefitted positions. As we pushed for a few years ago, make Sac City a destination district.
- Deirdre: Teachers are always coming back a few days before class starts. This year they had mandatory training at this time so were unable to read IEPs. Also, give teachers continuing education specifically regarding SpEd.
 - John: Returning to a few years ago, we wanted to work on a plan for continuing education. Shocked to learn no line item in District budget for this. Seems not to be a priority. This would be for SpEd teachers and GenEd teachers. We continue to want to develop a professional development program.
 - David: Days teachers use to prepare have never been paid. Two days aren't enough. Original proposal to develop the two days, but the District did not want to do this. Our teachers have raised the concern that there is a need for training, especially around SpEd. You don't just walk into the classroom and start teaching. Need to get to know your students in advance, IEPs, etc.

Item 5.2 SEIU Report

- Representative not present. No update.

Item 6.1 Formation of ad hoc committee to monitor MTSS implementation

- Benita: Renee Webster Hawkins had brought this up a few months ago. On the agenda to see if we want to proceed with that.
- Dennis: I think this is a good idea. We need now to take action on it: vote to form the committee.

- Renee: MTSS implementation has been talked about and proposed, and seems to now be included in triennial LCAP. Good use of this committee's focused efforts to monitor and interact with District staff, teachers, SCTA about this.
- Dennis: If MTSS is a focus area, allocate part of CAC budget to support this.
- Renee: I can draft a brief charter for the subcommittee.
- Dennis: Proposed that we vote to form the committee as described by Renee.

Item 6.2 Approval of Item 6.1

- Vote to form the subcommittee. Verbal vote of all members. All yesses heard.
- Next steps: when Renee drafts the charter, we will re-agendize and then select who will be on the subcommittee.

Item 6.3 Identify 2021-22 Focus Areas and Outcomes for the CAC

- Tabled until the next meeting

Item 6.4 CAC Budget

- Tabled until the next meeting