

SCUSD CAC  
8/17/21 Special Meeting  
Meeting Notes

Attendance not taken on a special meeting.

Meeting Recording: <https://scusd.zoom.us/rec/share/-BMj3pk2ck8aZ2A4UJ7mjnIASPK7yT0BJRKnV75tVhbpAxvEN9hSOR60b4MfyICS.0K4YfXYNX1u4c2Oz>

Item 1: Introductions

- All attendees were invited to introduce themselves

Item 2: Chair Update

- Renee Webster-Hawkins will be spearheading a dyslexia and learning disabilities workshop for the CAC for around November 16<sup>th</sup> and is looking for volunteers to participate with her.
- Sarah Williams Kingsley is working on an inclusion workshop for around January 18. She would likely also appreciate a team to help her with this.
- SELPA local plan meetings are scheduled.
- Kristen Jordan, Vice Chair, has resigned from her position effective immediately.

Item 3: District Update

- SCOE is hosting a dyslexia workshop soon, part of a series. We will post this to the SELPA website under Community Resources – there is now a calendar there.
- Reminder that SELPA local plan meetings are open to the public. Please feel free to designate a CAC representative if you choose to do so.
- Geo Linares presented a draft plan for remediating learning loss. During school closures, the District was not providing assessments and in some cases IEPs. There were CDE compliance complaints for failing to meet those legal obligations. One of the CDE corrective actions was a plan for addressing learning loss and compensatory education, and this is that plan.
- Short survey on the draft plan, to provide input and feedback:  
[https://docs.google.com/forms/d/e/1FAIpQLSfUNc\\_IdMb81jnAgmOyep8eCeCTn7r2IYPHtvKQy3-Db5STwA/viewform](https://docs.google.com/forms/d/e/1FAIpQLSfUNc_IdMb81jnAgmOyep8eCeCTn7r2IYPHtvKQy3-Db5STwA/viewform)
- Planning to present the draft plan to the school board on September 2, 2021.
- Services will be provided at SCUSD school site campuses immediately following the school day on Tuesday and Wednesday for 60 or 90 minutes depending on the child's age. We are also looking into third party services when necessary.
- Plan will be in effect and monitored through 2024.
- Draft plan is on the District website.
- Difference between learning recovery and compensatory education: identify the reason behind it. If we couldn't control it (like the pandemic and stay at home orders), that is learning loss. For compensatory education, that is missed deadlines, etc. (even if the cause was the pandemic).
- Students may have the opportunity for both learning loss services and compensatory education. Not mutually exclusive.
- Third party services are pending what the District is available to provide. If we can't provide support, we will look to contract with non-public agencies for it. Not sure if this would be for learning recovery, but it would be an option for compensatory services.

- Budget for these two activities: part of it comes from State special funding for ADR (\$100 million for SELPAs throughout the state); in other words avoiding a lawsuit by providing these services. Also, \$450 million to SELPAs throughout the state for these types of compensatory services. Also, CARES funds. Actual budget for this not known completely at this time. Rough estimates, not ready to share.
- Late October, Early November is when the plan will solidify, and the longevity of the plan will become clear. Team includes Geo, Dr. Hedegard, Christine Baeta. Input from the community and labor partners. Need to submit to the state as well (came from CDE complaint). There is urgency around this, but we do not want to do something rushed and unresponsive.

#### Item 4: Reopening Concerns

- Geo Linares shared slides with some general information around reopening.
- Reopening plan came from Board Resolution passed April 22, 2021.
- Concerns growing around safely returning together.
- Swiss Cheese defense: facemasks, testing, staying home when sick, hygiene, contract tracing, ventilation, disinfecting, distancing - should reduce the risk.
- August 6<sup>th</sup>, Sac County Dept. of Public Health released supplemental guidance for school best practices, with a strong focus on vaccinations. The District is hosting vaccine clinics.
- CDE is requiring independent study to be offered (AB 130). AB 130 does not change special education laws. Requirement: IEP team still must decide if independent study is appropriate for the student.
- Process if requesting independent study: family requests, then SCUSD sends prior written notice offering to convene IEP meeting; convenes IEP meeting; and sends another prior written notice reiterating the team's decision and rationale.
- There will be times the IEP team and parents disagree on whether independent study is appropriate. If so, try for ADR.
- Q: if students on an IEP end up on cap city independent study due to pre-existing medical conditions will they have their weekly services (in this case speech) available to them still? A (Geo): IEP team would look at that.
- Q: If student returns to school full time in classroom and then parent wants to change to distance learning, how would that work? A: AB 130 option is unlimited for first 30 days. IEP can be called throughout the year.
- Q: Virtual academy option? Especially as Delta makes things look more bleak. A: At this point, the District is committed to its current plan. Not exploring a virtual academy. Looking into how to address community needs within the current path, to avoid additional confusion.
- Q: Timeline of getting an IEP student into distance learning. Looks like this could take months, with calling an IEP meeting, etc. Where do the students go in the meantime? No school? A: As soon as we know the parent wants to take advantage of AB 130, we will start planning the IEP meetings. The sooner the District has that information, the sooner they will plan for those IEPs. Yes, there is a concern of IEP backlogs. Principals are working now, but IEP teams will have to wait until school starts. A (Dr. Hedegard): Per the law, any student who wants independent study (not just special education) needs a team meeting to process the request. You have to create an independent study agreement.
- With independent study, we could harm the relationship families have with their home schools. Not sure if there is even a right to return. Many families are not comfortable sending their kids to the classroom, especially for younger grades or immunocompromised. Can't there be some compromise for something like the hybrid distance learning model we've had last year? A (Raoul

Bozio): Independent study plan is still in development. Right to return to home school or school of attendance is part of the current plan. They would reserve their current spot for at least 5 days per AB 130.

- Q: Limit on how often kids can move between classroom and Cap City? Maybe for illness, etc.? A (Bozio): Right now, the State has given direction to prefer in person school. That will be the case unless the school or classroom itself shuts down (based on state or county public health guidance).
- Q: We have an aide in the classroom for my child. Lots of change over in current labor market. Challenges for our family as we keep getting new aides. For new service providers in particular, there needs to be training and high involvement with supervisor. A (Geo): We will look into what happened last year and where the labor market is now. We will evaluate what the service model will look like. Maybe increase in rates, changes in expectations for supervision. If you need an increase in service minutes, that would be an IEP team item.
- Q: I don't even know what school my child will be assigned to. We had transitional IEP and yet still don't know his assignment for next year. If I'm thinking about independent study, how do I even fill out the form? And what's going to happen with getting these meetings. This District has a history of missed deadlines. I do not think these meetings will be done within a 30 day period. I'm afraid of putting my child back in school. Last year we did the home part of the hybrid, and I saw the kids in the classroom running around all day without their mask and making contact. And independent study will not work – he needs contact with his therapist. And who will enforce safety in the classroom? A (Murawski): District staff here today are not health and safety personnel. I've been to schools myself and compliance has looked good. We carefully drafted our health measures. If compliance is off, contact the principal or Flores in the District (health director). A (Geo): I will have staff reach out to this parent directly regarding how to fill out the AB 130 form.
- Q: Make sure the public is very aware of the 5-day window option. But this is a huge challenge from the administrative level (principal, etc.). As discussions are being had, we consider the unique situations that may come up. What if a student leaves and their spot gets filled by another kid – then that first person comes back? A (Hedegard): Extremely challenging. 5 day turnaround to get back to the classroom, especially if they have specific students, is difficult. To that end, we have looked into actually saving spots. But those spots could then be left vacant.
- Q: Infection rate is higher than it was last year, so we would like to choose independent study. Our child was in a speech program last year through his school. Will he still have access to that class? A (Geo): Looking into options to continue providing related services if the IEP team determines they can make progress and it fits with independent study. Maybe come on campus for related services, or online services similar to distance learning.
- Q: Filled out website survey for independent study already. So, what is the timeline? What is the parent responsibility? A: The next step is to call an IEP. IEP team determination will be made. When the prior written notice will come out depends on the site based team. So, you won't hear back at least until school starts.
- Q: It seems that no one has experienced this model for Special Education students with independent study, that the District is proposing. What lessons have we learned from distance learning that will be retained and lifted going forward, especially in the general education setting? And are we abandoning skills our kids have learned for doing school virtually (online materials, etc.)? A: We are considering this as we form our curriculums. We have a new superintendent in this area. MTSS effort ongoing. We do not want to abandon what we learned in distance learning.