

SCUSD Community Advisory Committee
General Meeting
1/19/2021

Meeting summary (high level notes only per CAC Board decision)

Public comment:

- Crystal Strait: Hope to have future financial conversations sooner than later due to rapidly changing state and federal budget

How to Read an IEP:

- Presentation and live general question and answer session
- For specific questions contact iephelp@dredf.org, 510-644-2555 ext 5227 or 800-348-4232.
- Dr. Hedegard: Clarify in response to some questions - all children with IEP are eligible for a transition plan by the time they turn 16, to set graduation plan. We want to prepare for this earlier than age 16. Maximum graduation (certificate of completion) is age 22.
- Dr. Hedegard: IEE is a parent right, but we want to look to expertise of IEP teams. SCUSD wants to know if there are issues with the district IEP teams.

Listening Session regarding School Reopening:

- Special Education assessments should be available outside if other services like sports and dining are available outside
- Far too many kids in general education classrooms with insufficient services, so not progressing at grade level
- Regarding special education assessments during COVID, there is no waiver. They are still required. Parents and the district need to figure out how to get these done so we don't waste any time. The kids have one life.
- Question: What is going with evaluations? What is the plan for the backlog? No district answer at this time; will bring the question back.
- What is the disconnect between Office of Special Education Programs that require alternative format assessments and the District not doing these assessments? Union MOUs are not relevant – we need the assessments, period.
 - District response (Christine Baeta): There are union issues. It's complicated.
- Some members took a tour of learning hubs. How did those tours go? What is the current status of the learning hubs?
 - District response (Christine Baeta): The district is expanding hubs. They are still in operation. The District is not seeing COVID spread in these hubs, even though the virus is coming onto campuses by other means. Mitigation measures are working. Using an equity indices to decide where they need to expand, including prioritizing the most vulnerable students.
- Can students be referred to hubs at different schools if theirs doesn't have one?
 - District response (Christine Baeta): Yes, but there is high demand. One example that they have done is siblings who attend different schools.
- Private sector is doing assessments in person. What can we do if the District unions won't work with the Districts? Students can't be going without these services.

- District response (Christine Baeta): There is nothing that precludes teachers or service providers from providing what students need, virtually. Even through Zoom we learn about what kids need. As for private services, we cannot just do that – already have contract with labor partners.
- Request for numbers. Quantify the backlog
 - Dr. Hedegard not comfortable sharing those numbers at this time until she is confident that they are accurate and contextualized.
- Assessments are possible via Zoom. Private providers do this. Why can't we do this? Worst case scenario, the evaluation team says they can't make a diagnosis and need to wait for in-person. But at least some students will get help and backlog will be less when in-person assessments resume.
- Question: When are the kids going back to school? Not sure kids can handle the handwashing, masks, etc. Can we prioritize based on need of parents not just kids – working parents, etc.?
 - Christin Baeta: We've seen with the hubs that kids actually do really well with their masks. Not even required for lower grades, but they are used. Note that the hubs are NOT run by SCTA teachers.
- Can we get services if there is a clear need (e.g. RSP, OT) before an assessment occurs?
 - District does not have an answer this morning. Will consider it and try to look for creative solutions. Maybe not call it an official "service." Also keep in mind equity, that it is available to all students.
- We need to state publically at the school board meetings that it is incumbent on the District and unions to take Special Education and assessments away from what other bargaining issues they have and to proceed. It has been a year now and special education students are falling behind.
- There will be emotional challenges going back to school after a year. And SCUSD has a high rate of suspensions, especially for black and brown students. We need to support those students and make sure that sticks (that school sites deliver on District promises to consider this). We also need to consider that some kids (especially special education) might not be able to wear a mask so we need to accommodate that.