

## SCUSD CAC

### February 15, 2022 General Meeting Meeting Notes

#### Meeting Recording:

- [https://scusd.zoom.us/rec/share/wrF\\_t66nFyZ0x3H6-nvgyS9hD2EtMCF6QECRWqMhbgZa0SmBLxPq2yJ3ni6AaX6C.Azpriq1ZHL7ZnvFv](https://scusd.zoom.us/rec/share/wrF_t66nFyZ0x3H6-nvgyS9hD2EtMCF6QECRWqMhbgZa0SmBLxPq2yJ3ni6AaX6C.Azpriq1ZHL7ZnvFv)
- Passcode: &#I+GwR9

#### 1. Introductions

- CAC executive officers and district staff introduced themselves

#### 2. Public Comments

- None

#### 3. Speech and Occupational Therapy Presentation

- Geo introduced OT Team: Megan Hight, Megan Unyi, Melissa Moss. They gave a presentation on Occupational Therapy.
  - 7 Full-time OT therapists at SCUSD now.
  - OT in a school-based setting is a holistic model. It is not just helping with handwriting, though it is certainly that. From preschool through secondary school setting.
  - Teach students to advocate for themselves: identify what they need and express it. Also, cope in their school environment.
  - Student/parent website: "OTFun4Me." This is an OT website created to bridge communication with students and families. This website came out of the difficulties with distance learning. This was created for Melissa Moss' students during virtual learning and sharing on request, but not a "dot-com" or openly publicized. Tailored for students and parents she works with.
  - Link to OTFun4Me: <https://sites.google.com/view/otfun4me-/home>
  - Preschool support includes engagement and motor coordination.
  - Primary support: attention; fine and visual motor coordination.
  - Secondary support: fine motor; executive function.
  - Internal website for staff: OT/PT/Adaptive PE. Help with strategizing and completing the special education process. This website is shared with all staff members, not just special education.
- Questions about OT presentation
  - Kenya Martinez asked about getting the OT websites publicized. The presenters clarified availability. Geo said that the OT website is available on the SELPA webpage located here (<https://www.scusd.edu/selpa>) but making information more available across the system is something he is working on.

- Deidre discussed a goal for her student which is still not met after 4 years. Noted that one provider was great, but new provider is not working out. What options are available when not progressing toward goals or not working with a provider? Alternative providers, etc.? Rose said: request an IEP meeting specific for that issue. Geo concurred. Geo noted that lack of progress should be written into the IEP. Geo said options can include looking at different providers if necessary. Kenya said: you can always call an IEP meeting or an amendment meeting around goals. Kenya said to speak with other parents or go online to look at alternative goals, etc.
- Rita Hay asked if all the OT providers at Sac Middle district employees or are outside providers used as well. Geo said that outside providers are used as well.
- Deirdre asked who to provide comments to about quality of outside providers. Geo said to send it to him directly: [Geovanni-linares@scusd.edu](mailto:Geovanni-linares@scusd.edu).
- Rita noted she also had no progress on OT recently, notably with Covid and her trying to do it herself with her child.
- Imelda Martinez: Tips for how to work on OT, etc. at home? How to further educate ourselves? Geo: We have not had specific classes on this but we can look into this. Training sessions, summer institutes, etc. – what makes the most sense for us as a district. Megan Hight: general recommendation for executive function – “Smart but Scattered” book. Also, talk with your team and other families – figure out what you are looking for, break down the task, find services, maybe pause one thing to focus on prerequisites.
- Kenya: Following up on Rita Hay – learning loss or regression due to Covid. Question to Geo: can we use learning loss funding for this? What is compensatory education plan for people like Rita’s child? Geo: We have funds and a plan for compensatory education. Teams are currently getting back to full staffing (especially after omicron absences), then we are going to education and work with IEP teams on documenting these plans. To Rita: bring this up in an IEP, ask for documentation of this in the IEP, ask for the services.
- Bridget Claycomb: Geo, I appreciate you asking parents to push for compensatory education, but what is the staff plan around this? Geo: We want to ensure everyone has the training around how to have that conversation. That’s where we are now. Need to build out conversation around capacity to have these conversations with parents. Training for IEP teams is available and dissemination is being planned.
- Second presentation on speech: Katie Wilson (AAC Specialist)
  - Intro on what AAC is
  - Basically everyone benefits from AAC (for example, large text on a phone). Specifically benefits those with autism, cerebral palsy, intellectual impairment, etc. There are no prerequisites for AAC use.
  - Device options: no tech (printed laminates, pointing boards, eye gaze boards), mid tech (requires batteries: switches, GoTalk, objects), and high tech (iPads, dedicated devices, eye gaze). Rapidly developing field that is always offering new solutions.

- How do you select a device? SETT Model: student, environment, tasks they need to do, tools we need to get them there.
- Who implements device use: school staff, family, peers.
- Questions about speech presentation
  - Marissa Floyd: We want mid-tech options at home until the child is ready for high tech. Katie: Talk to speech therapist about this. This is unfortunately common. AAC is not taught enough in our schooling. Whole new ball game for SLPs as well.
  - Rita: Dealing with subs – how to teach them to interact with this. Katie: We need to train them. Contact me: [katie-wilson-npa@scusd.edu](mailto:katie-wilson-npa@scusd.edu), 916-573-0223. I will work on getting subs included in OT/AAC related emails that teachers and SLPs get.
  - Imelda: I work closely with IEP team. Will we get training after referral approved? Will we get informed of how to integrate at home? My kid is in a non-public school. Katie: I still do the assessment for non-public school, but integration process is different. Will look into this.
  - Taylor: My son did not get enough training on the iPad. Maybe mid-tech would have been better for his age (3-5 years). Training for SLP and teachers? Training for parents? Mid tech in use for all students in current classroom and that is working well. Liked the presentation, hope this improves going forward. Katie: AAC specialists are hard to find. There were staffing shortages. This is a known issue. Agree that mid-tech is a good bridge. Geo: Parent training around things like AAC can be a part of the IEP.
  - Rita: There is a company called CTEC who provides free training for care givers of AAC devices users <https://www.ctec.org/>

#### 4. SELPA Report

- Dr. Hedegard transitioning back to full-time after being on leave. Will be rejoining in early March.
- New administrators of teaching and learning: Jill Weber started January, Krista Arrata starting March.
- Board Certified Behavior Analysts: Lara Levine started recently.
- Fund specialist: Doris Quan
- Medi-Cal Specialist: pending
- Working to provide professional learning opportunities when we can.
- Taylor attending ADR Conference in March on behalf of CAC. Still trying to get Kenya a spot as well. Registration was limited after omicron so fewer spots than hoped for.
  - (Thanks to Geo for giving up his spot to Taylor to make sure CAC could be represented at the conference!)
- Eligibility for differentiated assistance (DA): due to impact of Covid-19, status of districts identified based on 2019 performance has not changed. Some Sac City identified areas: African American, Homeless, Foster, SWD.
- Seeking input on how to write an LCAP goal specific to SWD.

- Kenya: Possible for us to have a special meeting to speak specifically about how to incorporate LCAP goals?
- Renee: Support Kenya's thought to have a special meeting. Probably different proposals that the community would want. I was part of LCAP PAC – some goals that were unfunded. I like the idea of deep dive into this topic.
- Geo: OK, will introduce framework today. Come back for more discussion.
- Deirdre: When talking about new hires, you have hired a number of BCBA's. These folks specialize in ABA. This is controversial for children who are autistic. Some of us do not support ABA for our children, so what kind of specialists are being hired as alternatives? Geo: Overall, not necessarily directly linked with ABA but noticing a specific area of need for behavioral supports. Use of BCBA's is a way to build behavioral support – so more linked to capacity building.

## 5. Union Updates

- David Fisher: At our last meeting, Nikki reported on the staffing crisis and how that affects special education. Still many students without a permanent teacher. Still students on waiting list for independent study. Of the vacancies, 25% (around 50) of certificated vacancies are in the SpEd department. Despite that crisis, District still demanding cuts. Good news: Governor's proposed budget includes significant additional ongoing funding. Opportunity there. Understaffing directly impacts ability to provide all our students, including SWD, with an education.
- Dennis: ¼ of vacancies are for SpEd. Any ideas for how to recruit and fill those roles in the next 18 months? David: There is a shortage everywhere. More acute in SpEd, as it always has been. More acute in our District due to demand for decreased compensation. Where we have to start, specific to SpEd: address SLP competition, recruitment committees. Other Districts giving bonuses and pay bumps to recruit and retain, but we are going the opposite direction.
- Dennis: Are you open to differentiated salary schedule for SpEd? David: Yes. We have proposed this before for certain educators (for example, enter at a higher level).
- Kenya: Seconded Dennis's questions. Different salary schedule. David answered.
- John Borsos: We have asked the District for data of vacancies by school site and inability to fill substitute needs by school site, and we plan to put our analysis out in the next day or two. Generally speaking, those schools with high EL and free/reduced lunch students have the biggest difficulty getting substitutes. Proposal: Make it easier for those schools to have permanent subs assigned to those school sites. We have creative solutions.
- Taylor: Support pathways to get new SLPs, etc. to come to our district. David: Lots of student teachers work with us, but they don't ultimately come due to District issues. For example, pay cuts on the table.
- Dennis: Proposal for next CAC agenda – support differentiated salary schedule for high need SpEd hires. Create a CAC position on this to give to the Board.
- John: District has outside contractors. There is a premium on that vs. SCUSD employees. Already paying higher differential for outside contractors. Makes sense to have the stability of SCUSD employees. Also, create a teacher pipeline to have SCUSD students

interested in being teachers to get them through Los Rios or Sac State to provide financial incentives for those students to get educated and then come work for us.

#### 6. Adjournment

- Kenya: Prior to adjourning, want to call attention to Black History Month. I would be remiss if I did not mention this. We can speak out more on issues affecting African American students as a CAC.