

SCUSD CAC

April 19, 2022 General Meeting

Meeting Notes

Recording Information:

- <https://scusd.zoom.us/rec/share/9hcwktY9g1wLFpDx2tlfut1ir3VNFYqsGJhx-3taQyxktuxpBhns2rZHL4UHWn9i.0Ap4HtO6G3AqPclz>
- Passcode: +c93GASb

2. Public Comments

- Jason Burke: Remind parents that when they cut the behavior department they said they would move us to the MTSS positions, but those positions have not been created yet. I have been emailing HR every week and they do not have information for us yet. Want to make sure no lapse in services for our kids. Many affected by these cuts will leave the District, but I'm trying to stay. At the Board meeting in March these positions were promised.

3. Transitions

- Kenya: Introduction of the topic of transitions. Moving between phases of education and onto next phases of life.
- Rose: Is there collaboration between the school district and public agencies (for example, high school onto adulthood)? I believe there is collaboration between cities and local districts to support this transition as it is a community issue.
- Dr. Hedegard: There are some programs and partnerships that we would want to highlight. If the outcome of this agenda item is for a presentation on those relationships, we could do that at a future meeting. It would help the district to know what areas to highlight – this is a large topic.
- Dr. Hernandez agreed with Dr. Hedegard that they could make a presentation if the CAC tells the district what they want included in that presentation.
- Rose: High level of infrastructure in the District. Is it an actual division in the District?
- Dr. Hedegard: All special education staff as well as general education team members are involved in transition planning. Planning occurs during IEPs. Requirement at 16 for the individual transition plan. Also information on eligibility. We will make note of all of that and include all of that in our presentation. We would also include milestones and other related topics.
- Kenya: Legally the age is 16, but for vocational rehab services the actual age is 14. I hope the District would make an effort to maybe have a transition plan for students starting at 14. That would be in alignment with the Federal plan. Also, new special education director for the State of CA was pushing for making that age level requirement at 12.
- Dr. Hernandez: Went to a conference on that. CDE is looking at 14. Our middle school teams are being trained on individual transition plans at 15.5.

- Dennis: Can we look at starting at 10 or even younger? For example, a child on the spectrum should start at the youngest age possible. In future presentations, we could think in those lines – out of the box. I know Placer County SELPA has some interesting ideas.
- Janet Love: I agree with everyone. The younger the better. I'm a school social worker for special ed. I work with high school students with ERMHS services. I see the need. I am very interested in being a part of giving ideas on this. There is a need for younger age transition.
- Dr. Hernandez: This year, we made a conscious effort to purchase transition material for middle school teams. They have been participating in transitions trainings.
- Kenya: Benita shared a document with me called a functional skills assessment. The community should have this. Available in the chat. Can use for all kids of all ages, and for teachers too.

4. SELPA ADR Conference

- Taylor and the District team shared a presentation. Available on the CAC webpage.
- Katie Smith: Who would the neutral facilitators be?
 - Dr. Hedegard: This could be district staff. Some of our administrators could fill this role. In terms of true neutrality, this could be a larger discussion. The example of an ombuds – we do not have that here, but could research it further.
- Jason Burke: When and how will ADR topics be shared with District staff?
 - Dr. Hernandez: We are doing more trainings, specifically starting with facilitated IEPs.
- Stacey Willett: High School students should take a more active role in their own IEP meetings.
 - Dr. Hernandez: We want to do this. It is really interesting when high school students are not at their IEPs. We want to hear their feedback and interests.
- Dennis: Could SCUSD pilot an ombudsperson with one-time federal funding?
- Kenya: Disability Rights California has published a disagreement toolkit for families, which includes a discussion on a facilitated IEP. Also, CADRE.
- Jason: Looked at SCUSD website. We have ombuds people. Are they not true ombuds people? Do we not have them? They used to be active and in a lot of IEPs. Don't hear from them anymore, but I'm still referring parents there.
 - Katie: They do not respond.
 - Kenya: As far as I understand, they only have one person now.
- Janet: As a school social worker, I encourage my high schoolers to attend their IEP meetings. I give them some preparation. Some parents don't exactly encourage their high schoolers to attend, and that is concerning. The students are capable of going.

5. Disability Rights California

- Lauren Lystrup: How can the CAC engage in advocacy for students with disabilities to ensure students are served next year?

- Lauren: AB 130 Independent Study: Distance Learning expired June 30, 2021. AB 130 took its place. Requires districts to offer Independent Study (IS). Charter schools do not have to provide IS. For students with disability, IS is always a change in placement. IEP team must approve the placement. Lawsuit: DRC and DREDF alleged discrimination against students with disabilities who cannot get IS without IEP impacts; delays in enrolling in IS; and no effective alternative to in-person learning. Court ordered that guidance must go to school districts saying that IEP denial cannot be final answer; order on pause, pending appeal. Note that AB 130 will expire at the end of this June and new bill's language is pending.
- Lauren: Advocacy avenues: CACs are engaging in local advocacy. Some has included asking for information form the school district, asking if any students were without services because they asked for IS, etc. Asking what is the plan for the rest of this school year and for next year. Some students with disabilities will still need a virtual/distance option next year.
- Lauren: DRC has several resources.

6. SELPA Report

- Dr. Hedegard: Here on behalf of Geo Linares who is out this week.
 - One of the main functions of the CAC is to advise on the SELPA Local Plan. Last year platform was facilitated using a padlet. This will be available again as a new padlet. Document drafts have started to be uploaded.
 - State SELPA / Coalition for Adequate Funding for Special Education Legislative Day 2022 coming up. May 4, 2022. It is virtual. Five additional parent slots available – if interested, contact Janice Lovato: Janice-Lovato@scusd.edu.
 - Recruitment fair. If you know anyone who may be interested. Also shows how we are working to fill our vacancies.
 - School closures update. Making up for lost days due to the strike still to be determined. Student services and supports were not provided throughout the duration of the strike. Families will receive communication once that has been decided. The Special Education department is waiting to learn more about how to make up missed services.
 - Extended School Year (ESY). A special education service for those who qualify. IEP team determines who qualifies. ESY is not mandatory. ESY is to maintain skills, not learn new skills. Planning for ESY is already taking place. Still waiting to hear how school closure makeups impact the ESY.

7. 2022/23 Officer Nominations

- Dennis: Articles 7 and 8 of CAC Bylaws outlines officers and election procedures.
 - Dennis: Chair and Vice Chair must have served on executive committee previously.
- Kenya: All positions up for nomination and election for our next year. All have expired.
- Dennis nominated Taylor. Taylor declined as he is running for school board.
- Dennis nominated Rose. Rose is not available to accept or reject.

- Kenya: I am not interested in being chair.
- Adrianna is interested, but asked about time commitments.
 - Kenya: Typically one executive meeting per month and one general meeting per month. We also try to collaborate on monthly report to the school board.
- Kenya: Is the State's new CAC handbook available yet?
 - Dr. Hedegard: expected next fall.
- Colleen: Role of member at large?
 - Dennis: From bylaws: participate as needed as member of executive committee, complete duties as assigned by chair and vice chair.
- Dennis: to Colleen and Adrianna: benefit of being a member of executive committee is to be more active in the discussions. Helps dig deep. More interaction with the District representatives.
- Adrianna: Role of parliamentarian?
 - Kenya: Keep the meeting in order.
- Adrianna: Self nomination for Parliamentarian.
 - Kenya: Second.
- Dennis: Nominate Colleen for at large position.
 - Kenya: Second
 - Colleen: Accept.
- Dennis: Nominate Jason Burke for at large.
 - Kenya: Note that he is district employee. But not a problem in our bylaws.
 - Kenya: Second.
 - (Note: Jason not present to accept.)
- Kenya: Nominate Rita Hay for Chair.
 - Rita: No, thank you.

8. Union Updates

- Monica Harvey (SCTA Special Ed Director). Strike ended. When School Board approves agreements on Thursday, a special ed workgroup will be created. Will try to meet every other month. In my opinion, not enough. The other agreement states that the District and SCTA will have conversation around IS for students with disabilities. Teachers really need support. We need a meet and greet. There are teachers who do not know who Dr. Hedegard is. We have a new administrator of teaching and learning over the speech therapists? Lack of communication between administration and teachers.