

CAC

Community Advisory Committee For Special Education

Advising The Board of Education
San Diego Unified School District

General Membership Meeting Minutes

Date: Thursday, October 13, 2011
Time: 7:00 – 9:00 pm
Location: Lindbergh-Schweitzer Elementary – West Auditorium, 4133 Mt. Albertine Ave. (92111)

WELCOME & INTRODUCTIONS:

Meeting called to order at 7:05pm.

The Chairperson, Moira Allbritton, welcomed attendees and introduced CAC members, district staff and administrators, and acknowledged parents. The Chair reviewed the agenda, meeting format and structure, and process for providing public comment.

NOTE: The first meeting of the year, scheduled for September 8, 2011, was cancelled because of a county-wide power outage.

ROLL CALL/MEMBER ATTENDANCE:

Present: Moira Allbritton, Mary Conroy, Teresa Michel, Mina Kern, Joyce Clark, Dorene Dias Pesta, Bill Cary, Belquis Anders, Michelle Crisci, Raylene Dickinson, Meghann Hughes, Pam McKinney, Christy Scadden.

Absent: Teresa Hilleary, Ellen Herroon, Nancy Stevenson, Chris Pikus.

Ex-Officio: Dr. Joe Fulcher – Chief Student Services Officer. Susan Martinez – Executive Director of Special Education.

Quorum established.

PRESENTATION: Student Achievement (Ron Rode)

Slides will be available through Susan Martinez's office.

CA Standards Test (CST) results.

2008 first year CMA was administered.

CA Alternate Performance Assessment (CAPA) for most cognitively challenged students (severe); 1 on 1 test.

To qualify for CMA, student must have scored far below or below basic on CST.

All students must take the CAHSEE unless they take the CAPA.

2010 first year requirement changed, students with disabilities not required to pass CAHSEE in order to obtain a diploma.

Q&A

Q. Bill Cary – does special education budget per student affect test performance year by year?

Does the per capita amount have a positive or negative affect?

A. The staff will have to look into breaking out those numbers and get back to you.

Q. Does every student with an IEP take one of these tests?

A. Yes, 100% are supposed to be tested.

OPEN FORUM/PUBLIC INPUT:

Q. Terry Pesta (4th grade gen ed teacher) – why are special ed staff being cut while there has been an increase in the number of students receiving SAI? Is it because of budget cuts?

A. (Susan Martinez) We are adjusting the allocations. Teaching staff has been lost when numbers of students with IEP's goes down. Mild/Moderate teachers have a max case load of 20, Moderate/Severe have a max case load of 12. Number of students determines staffing.

Q. Follow-up on previous question – when you calculate staff, do you consider number of hours on an IEP?

A. No, we could not negotiate that with SGEA. We are finding when we look at certain teaching credentials plus the numbers of students in those case loads, we are coming up with consistent and reasonable hours.

Q. I am a special ed teacher and my class size is over 20. There is another special ed teacher at my school that also has surpassed her case load. When will there be another teacher added?

A. We will work with your program manager to get that. Each month the case load committee meets with SGEA to make sure case loads are not exceeded.

Q. So 20 is not the cap? It's just a target?

A. 20 is the cap for Mild/Moderate teachers. Sometimes we add more para support rather than a whole other teacher.

Q. So how long will it take to get another teacher since both of us have passed the cap?

A. We will be looking at that.

A. (Joe Fulcher) Our managers are responsible for allocations at specific sites. Managers work with HR to determine how many staff you need, HR actually fills those positions. The district will make every effort to staff those schools at 1:20.

Q. Belquis Anders - who are the program managers?

A. Susan Martinez introduced - Jim Wood (high schools and middle schools). Sonja Picos (elementary k-8. Areas 3, 5 and 6 - Crawford, Hoover, Mira Mesa, La Jolla, San Diego clusters). Amy Sage (special ed administrator for behavior resource support unit). Lori Lillo (SEEC program manger). Leanne Rhody. Carrie Rea (Related and specialized services program manager). Cathie Whitley (Areas 1, 2 and 4 program manager). Absent - Jodi Bondurant-Strong (alternative, charter, atypical and language schools program manager). Janice Von Arx (Specialized settings – day treatment, Riley, Whittier).

SPECIAL EDUCATION PROGRAMS DIVISION REPORT: (Susan Martinez)

#1. Tiger Team recommended an audit of Special Ed. (Joe Fulcher) - There is a discrepancy whether there will be a line-be-line audit. It is not clear whether the Tiger Team report was accepted and whether the Tiger Team recommendations were approved. This should be decided at the next Board meeting.

#2. District is taking over mental health services to students with disabilities. District has their own day treatments and specialized settings already. The profound change in the future is that mental health will be a related service that will require an assessment; IEP teams will debate what needs to be on the IEP in regards to supports and services the student needs. 3 increased funding streams for this, county mental health is still a part of it because of Medi-Cal funding.

#3. Not using legacy report cards, only standards-based. Don't want it to be only measurement. There should be evidence of how the student is growing.

Q. What was the legacy report card?

A. Ann – legacy report cards were used for primarily for students with significant challenges. The legacy report card used letter grades and effort; the standards based one does not. It led parents to believe that their students were performing at grade level when they actually were not. We should be measuring effort.

Q. Where on the standards based report card does it measure effort?

A. Ann – Goals, parent/teacher conferences, notes that go home. Regular updates on IEP goals.

Q. My child works very hard, but his curriculum is not the same, he gets no joy in receiving his report card because it is all below basic.

A. Susan Martinez - That's unfortunate. We are hoping that staff will give a broader picture. They are responsible for moving the student up through the standards.

Q. But then we move him up to the next grade and we don't have a chance to catch up from the last one, he's never going to be proficient.

A. Our task is to make as many students as proficient as possible. There should be no student going along who is not at least making some progress.

Q. In elementary school, my son's report card would say N/A not available, so I would have no idea what was going. I spoke with his teacher every day, but when I got that report card it meant absolutely nothing it was waste of paper.

A. Sonja - For elementary school, along with the report card should be a body of evidence for why the grade is what it is. It should be based on student work, progress on goals, etc.

A. Susan Martinez - Write up your specific concern and it will be given to the appropriate program manger to look into.

Q. The whole standards based report card is awful. What can a kid go show Grandma? Not all these below basic scores. There is no place to show effort.

A. Sonja – work samples can show progress. Looks like the bigger issue is the report cards that we use in our district.

#4. Teacher allocations – addressed earlier.

#5. Hotline – relatively quiet. Joe Fulcher – 2 issues: 1) shortage of moderate/severe teachers, 2) shortage of SET's (para-educators). 12 vacancies to fill, HR is having a hard time filling those positions.

Q&A

Q: What are the steps to integration? What is that process? What is the plan?

A: Susan Martinez – we emphasize LRE, site based training to determine appropriate placement and support. All decided by IEP meetings, teachers should be giving you feedback.

Q. Tier 2 and Tier 3 – what does that mean?

A. That has to do with RTI, which is a pre-referral system.

Q. After school tutorial programs are not accessible for children that ride the bus. Is there a tutorial program available for all students, not just the ones that are able to stay at school?

A. Joe Fulcher – we have a supplemental educational services after school program. Title 1 funds that program. You receive some support through that. You may also setup something with your particular school. Granger has an integrated tutorial program we are looking into modeling.

SPECIAL EDUCATION PROGRAMS DIVISION REPORT: (Joe Fulcher)

We are focusing on 3 main academic areas. #1. CRCP (career ready and college prep). #2 Professional Learning Communities. #3. Community engagement.

Enrollment is down 1600-1700 students. Special ed is pretty level. Many children did not show up at the schools we expected them to, both special and gen ed. Special ed budget – mid-year cuts would hit classified staff hard. \$3 million reduction in special ed budget anticipated next year. The superintendent reviewed the TRACE program yesterday. We are trying to get him into a new program every month. Our new software program, Exceed, needs a patch to work more effectively. We don't have CAC representation for the strategic process committee. There is also a district realignment committee looking at realigning the schools; Susan is on that committee.

Q. Joyce – how does CRCP look into post-secondary opportunities for students with special needs? It seems to look at college bound, not non-diploma bound students.

A. That's why the career piece was put into the A-G requirements. Students need to be career ready as well.

A. Susan Martinez – by 2016 everyone will need the A-G curriculum to graduate. Increased attention on yearly transition plans.

Q. Civil rights resolutions for children with disabilities, can I get a copy?

A. Yes.

Q: Christy Scadden – where can you list assessments on the IEP?

A: Ed code does not require what individual assessments are listed. The areas to be evaluated, cognitive development, academic achievement are listed. It's the same throughout the state.

Q. The IEP teams don't collaborate with parents on what assessments are to be listed?

A. IEP teams are always encouraged to collaborate and work together about assessments, but it is the districts responsibility and obligation to offer assessments based on the opinions of what those assessment should be.

Q. But there is no place to put that.

A. It's the district coming into compliance with the state.

Q. So we'll just have to attach a separate piece of paper?

A. You can have an attachment. Parents are still part of the discussion, but there is no place to put that in Exceed. Once the reports are finished, then the list of assessments is shown.

Q. When the parent signs saying they are agreeing to it, it needs to be there, not after the assessments are already done.

A. The team action page is readily accessible. We will have someone get back to you on that.

Q. Can we discuss ESY?

A. Joe Fulcher – We won't offer support during intercession. ESY will be available only during one late summer session. July 23 - August 17 2012.

Q. (Christy Scadden) APECS – iHigh or credit recovery is not accessible (the program itself).

A. We'll find out.

Q. (Bill) Is there any correlation from year-to-year on ESY statistics?

A. Susan Martinez - We don't have correlation for year-to-year because this past year we revised ESY.

Q. (Doreen) ESY – medically fragile students' needs must be considered for 2012.

A. Noted general and exec board minutes.

COMMITTEE BUSINESS: (Moirra Allbritton)

June minutes - Michelle motions to approve, Raylene seconds. Approve 7 Opposed 0 Abstain 2.

Chair report

The CAC needs to have a physical presence at The Board meetings.

The Exec Board meets at the Brucker Center Room 2249.

Membership – the following members need to have their applications for reappointment in by the end of November: Belquis, Bill, Teresa Michel, Mary Conroy, Doreen, Meghann Hughes, Mina Kern, Nancy Stevenson, and Pam McKinney.

Thank you to Susan Martinez for getting the information about the meeting out.

Recruitment – please ask people you know to come and get involved.

Joyce Clark – has been re-categorized to agency representative. She is also on the joint calendar committee.

CAC is now on Facebook.

The Superintendant will hopefully come to our January meeting.

Sub-Committee assignments. Membership chair is Bill. Outreach is co-chaired by Doreen and Joyce. Mary will chair bylaws. Nominating chair is Teresa Michel. Raylene is chairing the Above and Beyond Awards again this year.

The CAC needs to have a consistent message. Moira emailed members with four proposed messages.

Michelle Crisci – make sure our message includes use of people first language.

Messages A, B, C and E.

Belquis motions to vote to approve. Christy second. Approve 10 Nay 0 Abstain 0.

Responding to Voice of San Diego, we need a cohesive voice.

ANNOUCEMENTS:

Buddy Walk this Saturday at Balboa Park benefiting the Down Syndrome Assoc.

Navy/Marine Corp has fliers with information available for military families.

Our next meeting is at Crawford High School.

Doreen requests contact be made with the different minority groups at Crawford so they may be aware of the meeting.

Christy motions to adjourn; Michelle seconds.

MEETING ADJOURNED AT 9:05PM.

Respectfully submitted by,
Mina Kern - Secretary