

CAC

Community Advisory Committee For Special Education

Advising The Board of Education
San Diego Unified School District

General Membership Meeting Minutes

Date: Thursday, November 10, 2011
Time: 7:00 – 9:00 pm
Location: Crawford High School, Cafeteria, 4191 Colts Way, San Diego (92115)

WELCOME & INTRODUCTIONS:

Meeting called to order at 7:06pm.

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.

ROLL CALL/MEMBER ATTENDANCE:

Present: Moira Allbritton, Mary Conroy, Teresa Michel, Mina Kern, Joyce Clark, Dorene Dias Pesta, Michelle Crisci, Meghann Hughes, Christy Scadden, Teresa Hilleary, Ellen Herroon, Nancy Stevenson, Chris Pikus.

Absent: Bill Cary, Belquis Anders, Raylene Dickinson, Pam McKinney.

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

Quorum established.

PRESENTATION: “An Examination of Transition Planning and Services for Secondary Students in Special Education in the San Diego Unified School District.” (Dr. Jason Naranjo SDSU)

A hardcopy of this report has been added in its entirety to the CAC General Meeting Minutes file.

5500 students in SDUSD high schools with disabilities.

3300 eligible for transition planning services, ages 16-21.

1257 ITP's/IEP's were hand scored for: #1 - quality and #2 - were documents meeting federal requirements for services.

The three areas reviewed were: #1 - education and training, #2 - employment, and #3 - independent living (community adjustment).

The four most effective ways in making sure of success of previous 3 areas: #1 - Inclusion in general education. #2 - Paid employment/Work experience. #3 - Self-Care/Independent Living Skills. #4 - Student Support – community connection to employment.

Recommendations: #1 - of the 16 predictors of success, students should have access to at least 4. #2 – the district should ensure that providers of transition services are aware and use successful

transition outcomes. #3 - People know what their job is and people know what to expect. #4 - Support professional development.

Q&A:

Q: Who comes up with the IEP goals, just the teacher or the student too?

A: At least by 16 students should be involved in transition process; the sooner the better.

Q: Federal requirements?

A: Under IDEA.

Q: Translator – my son is behind, he is going from elementary to middle.

A: I am talking about high school, but we will come back to your question.

Q: What makes the plan appropriate at an earlier age? What age is early?

A: We should start doing this at the 8th grade. The sooner the solid planning, the better success later. It's tough to go from middle school to high school.

Q: Is employment available during the transition program? What are the different kind of employment services that exist?

A: Yes, depending on how it was coded. Most of the time it was workability or some type of work study.

Q: Can you give an example of student support?

A: A student has an interest in working on cars, he gets a job at his uncle's auto body shop.

Q: What changes are being made?

A: The issues are being addressed/discussed, not hidden. Jim Wood has been in discussions about a new training program at Hoover.

Q: Where can we get a full copy of the report?

A: On sandi.net through the CAC page.

Q: Is the training program at Hoover for general education teachers? When will it take place?

A: On short days is when the training occurred last year at Crawford. I hope that general ed teachers would be a part of that.

Q: Why is it only in this area do these programs happen? I live in Mira Mesa and these programs don't exist. It's not fair that the teachers in my area are not equipped to deal with these children.

A: We hope to put the teachers dispersed out in the community as much as we can.

Q: When do I start thinking about transition?

A: About 7th or 8th grade.

Q: Translator – How does the special education teacher not know what my child's homework is?

A: This sounds like a problem with a particular teacher. I deal with high school transition services.

Q: Is this something that charter schools have access to?

A: They should not be left out. (Joe Fulcher) it depends on which SELPA the charter is contracted with. But these goals need to be applied regardless of which school you go to.

Q: What do you mean by capacity?

A: We would like to see better than bare minimum. We would like to see practices that are evidence based and successful.

Q: How many teachers with this grant are you allowed to have in your program?

A: Only 15 a year.

Q: Are the teachers obligated to work in the district?

A: 2 years of service for 1 year of funding, but not required to stay in the district. But most stay where they are trained.

Special Education Programs Division Report: (Susan Martinez)

ARRA money was used for Dr. Naranjo's study. TRACE is award winning. Looking at A-G requirements to graduate. A-G is the coursework needed to get into a local university. The new org chart was made available, a hardcopy has been added to the file.

Q&A:

Q: 10 admin positions on org chart, what is the validity of having that many?

A: Ever year we have cut admin/clerical support. We will look at that.

Q: Please clarify what those admin positions look like?

A: The support staff service more than one site and multiple programs.

Q: Who is in charge of transition?

A: Jim Wood. Principal of TRACE.

Q: Is this transition for high school only?

A: Some school districts will start at 14, but by age 16 students need to have transition plans.

Q: 504 and ADA is where?

A: It's not under special education.

Exceed...

The hardware at some of the schools is not able to run the program. Patches are being done.

Training is still on-going.

Q: Exceed RTI – student study team meeting. Can a flyer to parents explain it?

A: We will discuss that later.

109 due process claims last year. Steady increase over the last few years, but less than last year.

ADR – alternative dispute resolutions panel discussed.

Q: Who are the “members of the community” on the ADR?

A: Parents, ex-professionals.

Q: Do you have members from the medical field?

A: No.

SELPA Meeting report – the district continues to work on developing a mental health unit.

OPEN FORUM:

Q: How do we get the teachers trained on certain programs?

A: Training is available, though substitutes are not longer available. If you want more information, fill out the form and we'll get back to you.

Q: How can I find one that is useful for my child?

A: You can contact my office or your program manager.

Q: Is there better benefits transferring going into a charter school or a public school?

A: Impossible to answer w/o knowing the specific schools. We can get someone to help you ask the questions. Lori Keller is in charge of the ombudsman office that can help.

Q: How can parents be assured that general ed teachers will be prepared for students with SAI of 20 hours or more? How can parents be informed of changes? How can IEP's be written better?

A: This district promotes the idea of full inclusion. Your IEP is your contract with your school, it must be implemented as it is written. If the principal or staff needs training, we can provide that.

Q: What is the criteria with IEP's for retention?

A: All decisions are made by the IEP. There is no criteria for retention. It's an individual decision specific to the child.

Q: Are general ed teachers given any training when there are children with IEP's in their classrooms?

A: We are open to training to anyone who wants it. There is a lot of training available. We cannot make it mandatory. We have to be invited to train on site. The case manager should work one-on-one with the general ed teacher to support the child with the IEP.

Q: Does primetime have access to training?

A: Amy has offered training to primetime.

Q: Can we ask the teacher if they have had the training?

A: Certainly. Teachers are expected to know how to deal with behaviors.

Q: Cost savings in special education – what are those?

A: Answer to be done later.

COMMITTEE BUSINESS:

Joyce moves to approve Oct general meeting minutes, Dorene seconds. Ayes 9 Nays 0 Abstain 0.

CAC Chair report:

Dec 13th 9am budget meeting Room 2226.

Dec 13th 5pm Board meeting – we need people in attendance!!

The Chair has made a public records request for all due process and SAI documents.

The Chair led a brief discussion of message D to be presented before the Board on Dec 13th.

Message D- Spoken verbatim at Crawford:

We must note that employees and parents perennially complain that all classified staff are not equally interchangeable. Furthermore, in event the option of bumping is chosen, the district based on seniority has the sole discretion in placement process of employees into work locations such as school sites and/or programs. Classified staff do not have a post & bid process like Teachers nor do they have the option of working with students that have disabilities/labels they have experience in, such as Autism. The current placement process does not well serve the needs of the students, parents or employees.

ANNOUNCEMENTS:

Save the Date... IEP Day – March 17, 2012.

The Exceptional Family Resource Center in collaboration with Area Board XIII offers monthly informational meetings on the first Thursday of every month. There is a morning session from 10-Noon followed by an afternoon clinic from 1-3pm. Please visit their website efrconline.org for more information.

Dorene implores everyone to attend the Board meeting on Dec 13th, the Board needs to see large numbers of people in order for them to hear what we are saying. Everyone should wear the same color t-shirt (gray was later decided upon as the color).

MEETING ADJOURNED AT 9:02PM.

Respectfully submitted by,
Mina Kern - Secretary