

CAC

COMMUNITY ADVISORY COMMITTEE For Special Education

ADVISING THE BOARD OF EDUCATION
SAN DIEGO UNIFIED SCHOOL DISTRICT

General Membership Meeting: MINUTES

Date: 9 September 2010

Time: 7:00-9:00 pm

Location: Harold J. Ballard Parent Center, 2375 Congress St. San Diego, CA 92110

WELCOME & INTRODUCTIONS

Meeting called to order at 7:05 pm

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, Joyce Clark, Bill Cary, Mary Conroy, Christy Scadden, Teresa Michel, Belquis Anders, Stephanie Fimbres, Teresa Hilleary, Meghann Hughes, Pam McKinney, Michelle Crisci, Nancy Stevenson

Absent: Maleia Christian, Dorene Dias Pesta, Mina Kern

Ex-Officio: Susan Martinez-executive director for special education, Dr. Joe Fulcher-chief student services officer, Jody Bondurant-Strong-program manager for special education parent services

Quorum Established

CAC BUSINESS

Approve CAC meeting minutes (action)

The chair presented the general meeting minutes for May 2010 for review by members. Bill Cary made a motion to approve the May minutes as written. Joyce Clark seconded the motion. Motion carried with a majority vote and one abstention.

CAC Chair Report

The chair discussed the 10th Annual San Diego Language Disorders and Literacy Conference on 30 September through 1 October. The guest speaker is Michelle Garcia Winner. The district made 15 slots available for parents to attend training. There are 4 or 5 CAC members attending. If there are others interested in attending, please speak with Moira or Joyce.

Raylene Dickenson had her CAC application presented and approved by the CAC Board and submitted to Board of Education for approval.

The CAC website on sandi.net is being updated and we are working to add information to the website.

Vice chair Joyce Clark- The resolution presented in June was forwarded to the Board of Education at the end of June. The Board directed Dr. Fulcher to review the language with the CAC and will come back to CAC for final read

Buddy Walk for Down's syndrome, 16 October, coming up for Down's syndrome awareness month in November. The Down's syndrome Association in conjunction with San Diego Unified is presenting symposium on Universal Design for Learning, Nov 11-13.

Area Board XIII meeting 16 September at 7:00 at SDRC.

Oct 28 Thurs. Parents of students with IEP's- offering a panel on programs and services available to students after high school. There are flyers available.

Exceptional Resource Center is available for resource and personal support.

Review/Finalize meeting schedule: Christy Scadden made a motion to approve the general meeting schedule. Stephanie Fimbres seconded the motion. Motion carried unanimously.

DISTRICT REPORT/PROGRAM/OPERATIONS UPDATE:

Susan Martinez: Addressing the adjustments to the rework of the district. The district is divided into 9 Area superintendents, each having fewer, approximately 3 to 4, cluster support teachers to keep track of. Cluster support teachers are to be more responsible to the students in providing services and supports to principals and schools for those students. Sonia Picos and Cathy Whitley will share oversight of elementary schools. Sam Coleman will oversee Middle and High Schools for cluster support. Between them they each have 60 schools to work with. Susan is working to set up trainings with each area superintendent and why they are important to provide the support to students with special needs. Aim is to have Area superintendents work closer with principals on special education issues. Susan had a difficult time scheduling meetings/trainings with Chief school improvement officers last year.

Review data on the CST scores to share positive movement within those scores. Data for all students with IEP's who took the CST's scored in the proficient or advanced increased in English 22%, in Science 19.84 % and in Math 20%. Susan will share more of this data at a future meeting.

District working with SEEC program to get students within SEEC program to matriculate into general education in their home schools and are seeing some smooth transitions.

Q: Bill Cary: Why could you not get on the chief school improvement officer's dockets for time on schedules?

A: There was difficulty in making this part of last year's agendas. Susan working to have all area superintendents read and understand the Hehir report with this supported by the superintendent.

Jody Bondurant Strong-parent Hotline/Help line: Work on redesigning the Special Education Dept. website with parent services help page. The help line will be answered that day and the calls will be logged for tracking. Specific questions usually go directly to Jody. Last year's data (Oct 2009-July2010) about 168 calls came into the hotline and there were no clear patterns in the questions/concerns. Since 17 August to today 68 calls have come into the helpline; of those 39 were transportation questions, 19 were related to moving into the district/enrollment and the remaining 10 were miscellaneous. Solutions Panel: Alternative dispute resolution project-parent services creating an alternative process for dispute resolution where the parties come together with two trained mediators, one from the district and one a parent/community volunteer, to work out a mutually agreeable solution. All volunteer members will be given 40 hours of mediation training in, mainly, listening. Not to give answers, but to listen and work with the parties to come to their own resolutions using the mediation process. The goal is making things work better for everyone. The trainings aim is to have respectful resolutions. If this process doesn't work, mediations, due process and other dispute resolutions would be available. Jody provided comments that this type of dispute resolution has been very successful for other districts within CA. The first training will be a larger group training, two days, defining mediation and then the panel members, a smaller number, will be trained an additional three days in the process. Bilingual training will be available for any members needing translation services. Coordinator will work to match panel members with the parents needing services.

Q: How are members selected?

A: Panels are not complete. Jody has initially drawn from a variety of people within district, from names that have been referred to her and she is trying to get a well rounded panel.

Susan Martinez: Summer Institute-follow up. Close to 65 school teams attended the Summer Institute created with the use of federal stimulus money. Schools had to come in teams of at least 4 members to include an administrator, a parent with special education experience and a general education teacher. 450 people attended. Theme: "Seeing things in a new way". Taken from a book called "Spyglass" by Richard Paul Evans-focusing on what things can be. Positive change is possible. Teams worked together to formulate plans for the coming school year. Are hearing from principals about the trainings and what they are trying to implement in their schools. There were 10 learning strands to develop best practices for incorporating special needs students in all levels.

The District is planning on more professional development for the coming year and is carefully planning to utilize the short term funds available to the district.

Q: Meghann Hughes autism training? Will any of the federal stimulus money be available for teachers obtaining their autism credential which needs to be obtained by 2014 required by the CA Dept. of Education?

A: Susan-No, the stimulus money is not available for this credential.

Joe Fulcher: There are 6 different strands, not just autism, that will need to have a credential by 2014 and will require the district to change with whom and how some teachers teach. Joe will bring more on this next month.

**** CAC needs to readdress this question (changes in whom/how teachers teach) next month. ****

Q: Christy Scadden: How do we find the new organization charts? Are solutions panels a requirement?

A: Susan: The Charts should be up in the next week or so, on the website. Special education structure will be the same, but some of the cluster support teachers have been moved around.

A: Jody: The alternative dispute resolution team is an optional and not required. Other options are available to everyone. Her office is in the process of making sure the information is out there in addition to getting the training the site, etc. to get all the parts in place. This is a requirement in some other districts. In San Diego Unified due process is still an option and there is no requirement for the resolution team first.

Q: Bill Cary: What is the time commitment of individuals volunteering to obtain the training and what is the makeup of the team?

A: 20 community/parent and 20 district volunteers. Initial training is 40 hours and time commitment after the training will be much less. 21-22 October is an informational training while the additional training on 25-27 October is for the panel members. The plan is to have each volunteer participate in no more than 2 solution panels per year.

Q: Joyce Clark: We like the inclusion of all services-transportation to teachers, etc. We are interested in knowing if the filing of Due process and mediation lessened with the implementation of this training?

A: Jody- trainings are out there to get this started and then work toward moving and increasing within the district.

CAC has requested data on the numbers related to due process/mediation

Q: Child care available for training?

A: Not currently, but Jody and Moira will talk.

PUBLIC OPEN FORUM: Q & A

Q: Lynnanne Chaney: Inappropriate placement, Student is not in the least restrictive environment. Child is label OHI in a physically handicapped class and I would like him in a mild/moderate classroom with some mainstreaming. How can I address this?

A: Susan-call for an IEP meeting to reassess and look at options. First parent needs to request that process. Staff is available to help with requests and working through the process.

Q: Clarification: What is available in terms of mild/moderate vs. moderate/severe?

A: Trying to move away from divisions based on diagnosis and into individual needs of the child and what is the best education benefit (as put forth by the federal guidelines and the law) for that child being identified in the child's learning. What are the services that your child requires and what needs to be done to provide those services. If the district staff cannot demonstrate through data what educational benefit is being provided to that student than you need to go back to the IEP and restructure/rewrite goals to create the educational benefit.

Joe-don't want to restructure or rewrite goals based on what is available, but based on what is required to meet the needs of your child. If you have a concern it is never too early, day one, to bring your concerns forward for correction.

Q: (translation): This year there was a change made at the school and the student was put in a general ed. classroom without an IEP, despite the need for an IEP?

A: Susan we will work with those schools to help with the planning to help that school get the help they need.

Q: Pam McNamara: At Pershing Middle School all parents have worked to develop good IEP's with a good program and now there is a whole different program than what I had been promised from the transition IEP? There is now only one teacher when there were two teachers last year?

A: Susan: I do know we have a team working on the situation at Pershing. Sam Coleman- He was advised of the situation at Pershing and is working with Nancy Gwen and the Para-professional supports to identify the caseload. 12 students is typically an appropriate case load for moderate/severe teachers however, we are looking at additional Para-professional supports for this class. Rest assured we are working on it. Please call tomorrow for updates on this situation, his cell # 619-512-2614. Joe: Was made aware of the problems at Pershing within two hours of the first day of school and there is a team working on it. Are looking at the needs of the students and are verifying that there is enough certificated staff at the site. They anticipate having an answer to the problem by tomorrow afternoon. Sam: discussed being in the process of assessing the numbers of students and staff across the district and see where the ratios are and shuffling the resources to meet the needs.

Q: Bill Cary: There are three parents in this room tonight, there are concerns for safety in the classroom and students are not having their needs met, how long will this go on?

A: Sam: there are a lot of factors that play into this and we are moving as rapidly as possible to address the problems Joe-We are taking this seriously, especially the certificated staff and we will guarantee there will be an answer on this by tomorrow afternoon. The team is sitting down to address the challenges.

Q: Charles Hresil: Summer institute: Every year is a different special education group so how can a school plan for the future when there is a revolving door of educators?

A: Susan-try to work with HR to know what schools need. Some of the fluidity of teachers is beyond the control of special education, but they are trying to train as many of the members to spread that knowledge across the district, if not the initial school.

Q: Ann Johnson: Was every school represented and how do you find out which schools were attending the training?

A: Susan-fill out a form and we can get back to you about if your school attended the institute as well as what supports can be provided to improve the situation at your school.

Q: Julie Barajas: an IEP team decision. There is evidence that children do not always benefit from retention. Joe-as a rule the district does discourage retention but it is a team decision.

Q: Miriam Vega (translation): Oak Park Elementary-How will children in a normal situation adjust to the addition of children of special needs in their classrooms and how will the teachers have enough training and support to handle this situation? Parent is concerned about the safety and environment for the child. (Two parents in the same class share this concern)

A: Susan: We are aware of the concerns at this school and are working to provide ongoing supports to the teacher and school to provide the best for the students.

Q: Teresa Hilleary: Transportation- My daughter's IEP lists pick up and drop off at our home address, why, now she has transitioned to TRACE, does the bus manifest require the stop to be two blocks away?

A: Sam Coleman: Please call me first thing in the morning to deal with this situation.

Q: Nancy Stevenson: Can we put a synopsis and list of school attendees and the benefit they received at the Summer Institute?

A: Susan: We can post the schools that attended and maybe list some comments from evaluations

Q: Michelle Crisci: (see attached open forum form) transportation-can't implement transportation to CCS until October, a 5 week wait, and this is an IEP compliance concern?

2nd Q: (see attached open forum form) ADA compliance-access to several bathrooms not available to student using a walker, requesting "fix" be moved to the top of the list at Correia Middle School.

A: Susan- will follow up. Joe on bathrooms and Sam Coleman will follow up with transportation.

Q: Toler Elementary: support services/staffing-don't have permanent aide staff at the start of the year and there is a lot of turnover creating stress in the classroom?

A: Joe-happens every year. Process of bumping related to staffing that is out of the control of the district. He is aware of the Toler. Still juggling and assigning Para-educators and that process takes about a month to resolve. HR is involved. Toler should be remedied.

Maira: We are running out of time, but all other questions will be treated as if they were read at the meeting.

Q: Pamela McNamara: Are general education teachers receiving training to deal with special education students?

A:

Q: Belquis Ander: transportation: My son is a student at Toler Elementary, he has an IEP, but transportation service is marked no on his IEP. Why is my son being denied transportation service?

A:

Thirteen written open forum questions were submitted to the CAC for follow up from the district. Translation apologized for the lack of equipment to assist in facilitating communication with parents and the CAC.

Presentation:

Michael Clark: offering information on a workshop called "Re-centered Parenting". Starting 30 September at Mt. Everest Academy and a second training will begin in January at Crown Point Elementary. The focus of this will be on transforming your own performance, intellectually, emotionally and physically. 12 hours across six sessions working on improving parent's performance and the performance of their children. Michael is a parent and past educator of this district.

For more information go to www.recenter.org, ph: 858-699-1012 or email: Michael@recenter.org.

Maira: Next meeting will be held at the Ballard Center on 4 October. Thank you to our interpreter, our members and all interest parties for attending tonight.

Christy Scadden made a motion to adjourn the meeting. Michelle Crisci seconded the motion. Motion passed.

MEETING ADJOURNED AT 9:00pm

Respectfully submitted by the secretary,
Mary Conroy

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For Special Education
Advising the Board of Education
for San Diego Unified School District

OPEN FORUM: Request to Address Committee

The CAC invites all interested individuals to present information to the committee. If you wish to address the committee you may do so during the "Open Forum" portion of the meeting.

We are providing this form to assist with your presentation. Completion of the form is not required, however it helps the committee to accurately document your comments and assists with any necessary follow-up. If you need assistance to complete this form please let us know. Participants will be selected in the order the requests are received. Each presenter will be given two (2) minutes unless the presiding Chairperson permits an extension. There is often a limited time for 'open forum', and this form may help you to organize your comments and keep them brief.

Please let any member of the CAC know if you would like assistance completing this form or presenting your information verbally to the committee (if you do not feel comfortable speaking, you may request that someone read it for you). We can also present your information if you wish to remain anonymous, in which case you can leave the contact information section of this form blank.

When it is your turn to speak, your name will be called. Please stand and give your name prior to beginning. We are interested in hearing from you and appreciate your input.

(Please print clearly)

Name: Michelle Crisci Date: 9/9/10

Mailing Address: _____

Home Phone: (619) 857-5464 Work Phone: _____

Email: crisci family@cox.net Fax: _____

Topic of Presentation: transportation

Brief Summary of Comments: _____

The transportation representative @ Lindb-Schw. (Rad) told my daughters case-manager transportation to CCS would not be available until the first week of Oct. Does this mean her ^{signed and implemented} IEP "CCS transportation" will not be implemented until Oct (5 weeks)?
(Please use the back of this form if you need more space)

I will present this information. Please have someone read this information for me.

Response requested from SDUSD _____

I request to have the District response copied to the CAC Michelle Crisci
Signature

Please contact the CAC if you do not receive a response to your request by the next monthly meeting Rev 2-16-05

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(Please print clearly)

Name: Michelle Crisci Date: 9/9/10

Mailing Address: _____

Home Phone: (619) 857-5464 Work Phone: _____

Email: criscifamily@cox.net Fax: _____

Topic of Presentation: ADA compliance

Brief Summary of Comments: My daughter uses a walker to access the campus @ Correia Middle School. Several of the bathrooms are not able to accommodate her walker hence she is not able to use the bathrooms. I would like to request this "fix" request be moved to the top of the

(Please use the back of this form if you need more space)

I will present this information. Please have someone read this information for me.

Response requested from SDUSD

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