

CAC

COMMUNITY ADVISORY COMMITTEE

For Special Education

ADVISING THE BOARD OF EDUCATION
SAN DIEGO UNIFIED SCHOOL DISTRICT

General Membership Meeting: MINUTES

Date: Thursday, November 4, 2010

Time: 7:00-9:00 pm

Location: Patrick Henry High School, Multi-purpose room,
6720 Wandermere Dr. San Diego, CA 92120

WELCOME & INTRODUCTIONS

Meeting called to order at 7:00 pm

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

Area 8 Superintendent (Patrick Henry and Serra High School Clusters)-David Lorden, Ed.D. Remarks

ROLL CALL/MEMBER ATTENDANCE

Present: Moira Allbritton, Joyce Clark, Bill Cary, Mary Conroy, Christy Scadden, Teresa Michel, Michelle Crisci, Raylene Dickenson, Teresa Hilleary, Ellen Herroon, Meghann Hughes, Pam McKinney, Nancy Stevenson

Absent: Belquis Anders, Stephanie Fimbres

Ex-Officio: Susan Martinez-Executive Director Special Education; Joe Fulcher PH.D.- Chief of Student Services; Jody Bondurant-Strong-Director Special Education; David Lorden-Area Superintendent

Quorum Established

Special Presentation: TRACE and Workability

Robert Morris, Ed.D.-principal; Colleen Harmon, Craig Meader and Victor Piedrahita gave a presentation on the TRACE (Transition Resources for Adult Community Education) and Workability programs. (Power point will be made available on sandi.net)

Q: Can we get a list of the business partnerships?

Q: For your numbers served, where does the funding come from to cover the students that exceed the allowance? Workability, where do you get the funds and how are they allotted?

A: The numbers include students competitively employed in addition to students who receive work incentive dollars, a sub-minimum wage, paid directly by the district.

Q: Wanted to get TRACE involved with Regional Center in transition program for student turning 18?

A: Will get your information and will work to make sure there is identification of all perspective TRACE students and work with them and families to develop plans. You can request a TRACE representative be at a student's IEP meeting.

Q: Is that the same for Workability?

A: Workability is a site based decision. A percentage of funds are allocated to a school based on the number of students at a particular school. Workability is only money that can be used in

the private sector, (community based work), and work incentive dollars are funded through the district for on campus work.

Q: (Leslie Gollub) Parent presented background on personal experience. The district has invested a great deal of funding to educate my student, is TRACE willing to create a bridge to transition my student to the adult world where he can obtain meaningful and purposeful employment, regardless of his behavioral challenges?

A: TRACE does have a zero reject policy. We do have access to all of the district resources, including DIS services and Autism specialists, so those services do not go away. It is our hope to be that bridge building on those skills and transitioning the student to the adult world. We are working to utilize and maximize the technology that already exists and making it readily available to students with disabilities.

Q: (Delores White)-Parent has a student who has signed up for TRACE three times through Lincoln High School, was supposed to be part of the TRACE program for this September and the student was put on a waiting list. When will the next class be opening up?

A: TRACE does not have a waiting list so there is a problem we will address.

Q: (Karen Blevins)-Is there a flow chart available of personnel, certifications and supports with their skills listed so parents can know the skill/training of personnel working with their student?

A: Bob Morris, can get that to you.

Q: Is it possible to get the power point presentation for those who would like to see it again, in addition to the flow chart of above, so it is available for all interested individuals?

A: Will be posted on the special education website.

Q: Workability has run out of funding about March in previous years, is that a typical process?

A: There is a funding shortage and it is a challenge faced every year. We can address individual information.

Q: (Carolyn Standler-Reed)-Parent has concerns felt there was a lot of down time spent waiting, during public transportation, etc. Is this the best use of time? Why are you using public transportation if that is not going to be their mode?

A: The transportation mode that is available to students is the method used as the model, but there aren't too many options other than public transportation. They are utilizing IPADS to work on social lessons, etc. during wait times.

Q: (Glenda Fielder) - Parent with a recently certificated student, but her student wants to get her diploma/GED, is she not able to utilize TRACE if that is her goal?

A: Depending on the needs of the student it is possible to utilize TRACE/Workability during the process. She can get a diploma while using TRACE services, but once the diploma is completed she would not be able to access TRACE services. If student works toward a GED she can access both. Other options are possible.

DISTRICT REPORT/PROGRAM/OPERATIONS UPDATE:

Jody Bondurant-Strong-**Alternative Dispute Resolution process update**- training completed last Wednesday. Hope to have the Solutions Panel up and running by January. Trainees will continue to meet and continue to hone skills.

Q: Is it possible to change the time frame of the training from 5 long days?

A: Ultimately the goal is to replicate the training here within the district so we can create better time frames to meet the needs of parents, working families, etc. Currently, the training cannot be replicated in house.

Q: Are we going to update the district information so parents will know what options are out there?

A: Jody is working with Lora Keller, district ombudsperson, to add this option to the district parent information, aiming toward having this ready by January, timing it with the Solutions Panel roll out.

ESY (extended school year) intersession for the winter term will be January 3-14, 2011 for year round schools. District teachers/case managers are being asked to contact all eligible

families to verify attendance, pick up and drop off address(s) and transportation. All this information needs to be with Transportation by the 15th for them to establish routes, etc. Parents should expect initial contact soon and then receive letters about attendance/location in early December, approximately the 10th.

Joe Fulcher- **staff vacancies/staffing requests for credentialed and classified positions-**

Classes where parents were concerned about losing a Para-Educator in a classroom due to budgetary constraints, that money has been secured and there won't be a loss of those individuals. As of right now we are meeting the fiscal responsibility, but the district may need to reassess as the needs change.

Next year's, 2011/2012 budget is under discussion and special education is targeted for two cuts, in particular ESY being cut from three sessions per year to just one session. This is a tentative plan and we will be updated with any additions or changes.

Susan Martinez-all students should have a place on a general education role, when it is appropriate, regardless of how much time they spend in a general education classroom, but there has been a problem throughout the state and district of special education students being added to overall general education lists generating extra general education teachers assigned to a school. With the budget concerns, there is a review of all numbers to make sure there are not extra general education teachers being staffed. The district is working with the state to create a placement neutral funding formula to avoid extra funding for more segregated students.

Q: Were you indicating that there is different funding available if students are more segregated?

Yes, there is more funding for students placed in special day classes. The state has pushed to stop districts from using "special day class" designation, but the state is still using it for funding. Students who spend more than 50% of their day in general education get less funding.

Joe -there is a unique formula the state applies with how revenues are granted and applied to the district. There is disparity in funding for students in specialized settings versus general education classes. For this district, the special education allocation was only off by two positions. If extra services are required with the inclusion model those needs are determined by the IEP team and general education will then need to allocate accordingly. It isn't a special education issue, although it is a discussion between the two.

Q: (Leslie Gollub) What information/data do we have regarding the success of the SAI program? Are we tracking goals/learning/success?

A: Susan- We are required to plan individually for each student to meet their needs in the best setting. Standardized testing data is available on website there is also anecdotal data, progress supports, etc. to demonstrate success. We are working with case managers on trainings for collecting data in different formats, finding the best ways to measure success with each student and demonstrate progress on IEP's.

Q: Would you please discuss the funding for mental health, AB2726?

A: On Oct 8th, county mental health funding for students in special education was blue lined by the governor and the funding of 25 years was gone overnight creating a significant amount of chaos in the state. There are multiple lawsuits being filed on behalf of the 20,000 students within the state receiving mental health services. The district is not denying mental health services for students in need. Jack O'Connell identified \$76 million of temporary funding while this is worked out, but it is an ongoing challenge.

Joe-San Diego Unified has a mental health resource center. The district has assessment, outpatient and day treatment already available so it is further along in assisting students than other districts, but there are significant concerns still.

PUBLIC OPEN FORUM: Q & A

Q: Nancy Stevenson-Transportation: Can we utilize connect ED phone services for notification of transportation problems?

A:

Q: For the TRACE program, is there a list/schedule of where the student would be everyday, so the parent would know where their student is?

A: Yes, there is a schedule and you can obtain it from your student's teacher.

CAC BUSINESS

Approve CAC meeting minutes (action)

Minutes: Joyce Clark made a motion to pass the October general membership minutes. Bill Cary seconded the motion. The motion passed with one abstention.

Chair Report

Welcome to new member Raylene Dickenson approved by the School Board in October. Regretfully, we received the resignation of Maleia Christian. We would like to thank her for her long years of service with the CAC and her advocacy on behalf of children and adults with special needs. Request to have CAC members and any other interested individuals attend the November 30th school board meeting where the proclamation will be presented for approval. The meeting starts at 5:00 pm and having a strong showing will assist in highlighting the importance of this matter to us.

Report on open forum responses:

September: 13 open forum questions, 10 requested a district response of which the CAC has received confirmation of 3 responses.

October: 11 open forum questions and the CAC have received confirmation of 1 response. We are working with the district to keep the CAC apprised of responses to open forum questions, not necessarily all the details, but verification of follow through.

Executive members have discussed ADR at length and have not reached a recommendation on the ADR plan as of yet.

Above and Beyond Awards will continue for 2011, we need a chair/co-chairs for this committee, Joyce will help with certificates, etc.

There is a general consensus for dessert and coffee with Bill Kowba at the CAC meeting in December. Please sign up to contribute when the email request goes out.

Next CAC meeting: December 9th at Lindbergh Schweitzer Elementary in the west campus auditorium, 4133 Albertine Ave. at 6:30 or 7:00 depending on availability.

Announcements:

- Area Board 13 meeting: Thursday November 18th at 7:00 pm, at SDRC conference room on Ruffin Rd. Public input is always welcome.
- EFMP at MCRD are offering a workshop "Tactics and Strategies" on Thursday, December 2nd. For more information call 619-524-8086. DOD access necessary.
- 21st Century Education symposium: 11, 12 & 13 November. Flyers are available in the back.
- Collaboration with CA Disability Rights, EFRC and Area Board 13 for an Assistance Clinic. This is a pooling of community resources to try and best meet the needs of families in need of assistance/supports on topics from IEP's to regional center and IHSS. There will be scheduled individual appointments in December. For more details check with EFRC online.
- Over the Edge for KITS (Kids included together) Lucas Keller will repel down the outside of the Manchester Grand Hyatt- day long activity with repelling all day along with entertainment. Donate to www.overtheedgeforkit.com Lucas trying to raise \$10,000
- Sibshop: Saturday, November 13th. 10:00-2:00 pm at Point Loma United Methodist Church, 1984 Sunset Cliffs Blvd. For siblings of special needs students ages 7-12. Pre-registration required. Contact pmoulton@sandi.net.

MEETING ADJOURNED AT 9:02

Respectfully submitted by the secretary,
Mary Conroy.

Addendum:

Open Forum questions turned in after the meeting

Q: (Carolyn Standler-Reed)-curriculum/teaching methods-Parent has student at Patrick Henry and has concerns about lack of progress in math skills in 4 years. Would like information on teaching methods in class?

Also, a repeat request for response to question asked last month: What are the criteria for proficient, advanced, etc. results on the CAPA tests?

Q: (Moirra Allbritton)-TRACE-Can you provide a description of a student with a mod/severe diagnosis, i.e.: severe autism, within the TRACE program and how that would look? Also, what is TRACE's role in indentifying gaps in the adult programs "world"? There are few, if any, appropriate programs in our community for students with a mod/severe diagnosis.

Q: (Leslie Gollub)-ADR-In today's budgetary climate, what is the justification for bringing someone so geographically distant to conduct a 5 day training, when so doing excludes important demographics from engaging as panelists? Did the district consider accomplishing its mediation training goal with local professional mediation specialists, which would save money and optimize parental participation, putting the needs of the district (budget and desire for a quality ADR process) and parents before the choice of the WA state vendor?

As a parent and as a trained mediator, I have serious concerns about the purity of an ADR process in which SDUSD employees would train its own panelists.

Q: (anonymous)-It is becoming common to hear that general education classified staff members have been put in "part of the day" special education assignments due to SAI needs at their schools being understaffed. Is this viewed as problematic? What steps, if any, are underway to remedy? What guidance was given to site administrators? Is this something that "central office" is tracking?

Q: (Rania Azzazi)-If, as a parent, are feeling that your child's school is not following his/her IEP, behavior support plan and is trying to "bully" your child out with ridiculous suspensions/referrals, what is the proper course of action you should follow?