

MINUTES

SMMUSD Special Education District Advisory Committee Meeting Tuesday, February 1, 2022 7:00pm

- I. CALL TO ORDER & INITIAL COMMENTS: call to order 7:05 adjourned 8:33 pm.
 - Student to student transmission in schools: families are so sick with covid, taking 3 weeks initial and 3 months to recover, it is mutating and so difficult to navigate, immune compromised families are in despair, need to upgrade to better masks
 - Deanna, Laura, Grace, Jerry, Julie, Payal, Jenn G, Hilda Hernandez, Jen Smith, Denise, Katty Rakfeldt, Jamie Angus, DeAnne
- II. ANNOUNCEMENTS: Members & Public
- III. APPROVAL of Meeting Minutes: Dec 2021 and Jan 2022 (this agenda item was moved to March meeting)
- IV. UPDATE: Special Education Director Deanna Sinfield
 - More families opting for residential treatment: Utah, North Carolina, best to keep family system in tact if possible, Deanna looking for ways to get through the crisis and get the kids back into schools, may use learning recovery funds for this, trying to tackle the issues as they come, very sad that our kids and families are in that place, hope to bring some of those kids back and get them programs to assist them
 - Getting a bump in funding for spec ed approved; planning for next year 30 preschoolers rising to K, looking at programs to assist our students may have to move programs to accommodate
 - Looking to support TK 9/2/17-2/7/18 if you turn 5 in that age span you are eligible for TK and special ed needs
 - Restructuring SAMOHI progs: tutorial programs: not every kid needs it if they get collab classes or SAI there shouldn't be a need except in rare occasion, not a blanket statement and then those kids can't take electives so working on restructuring to get kids what they need and not more of what they need, hard to go less restrictive over time, working on high schools and middle schools on this, met with 3 lead teachers from middle school and high school Saturday on programming changes, met with lead teachers, coordinators, principals to move forward with limiting who needs tutorial – will free up FTEs, so more teachers have time to pull other kids for help to accommodate students, repurpose that time
 - Still need full time teachers for spec needs K
 - Working in ESY services now; info going out next week; sending hard copies and online copies
 - Learning recovery over the summer: institutes 2 weeks intensive, anyone can come, also has language and speech services for 5 days. What does that look like in Middle school? Model LY was ½ day ELA and ½ math; if your child only needs ELA, or week 1 ELA and 2nd math then flipped so if you child only needs one or the other can double up or come for a week, some groups did half days, as it is tolled out in parallel with ESY: how do families know when to communicate interest? ESY separate; this is the 2 weeks after ESY, used Obama center campus LY

- Had 1 week of transition services LY so kids got an extra week on campus + an extra week of HS services for credit recovery
- Teachers are burned out
- So many referrals from within the district right now: some people equate loss an disability which is a misnomer; kids not assessed last year, decline of enrollment but more people asking for special ed- taking away from kids who have disabilities bc teams are stretched so thin
- Laura: how many kids asking for testing qualify? Not sure: kids can look like they qualify but typical 2nd grader is really a kindergartener the way they have come in learning- how is that lag addressed outside of special ed; Dr. Mora has tutoring going on, paper service, teachers know kids are not where they should be; parents are saying you can get services; we need to give kids time to catch up
- Parents are angry at the state, the district, parents are “researching online” law firms in the area to come after us,
- Co-chair expressed the need for a capable data person, only data can help us push back, Deanna doesn’t have time to get the data; Jon: Dr. Bailey is that Data person: how to structure that data to get the info: would have to go back to every referral, read the reports and see if the services were warranted, FT spec ed director and FT covid recovery; all playing whack a mole
- Jon what are the inputs and outputs to get the data: list of referrals, referring party and how many kids qualified? When SST makes referral, they often qualify. When parents make it, they often don’t qualify
- Line of getting services is not supposed to be environmentally caused
- A lot of it happens when parents push really hard; have to be careful, some kids once they are in, parents stay in the system stay put, trying to build relationships to get through these; not getting as many requests for 1:1 paras unless the kids need it because parents are getting the kids need to generalize and be as independent as they can be, we are going to be with them at the longest age 22, we need to help them participate in the environment,
- Goal to reduce paras to get clerical help to reduce data input for teachers
- Website is updated with new buttons: graduation vs cert of completion why they are different, still needs Spanish translation, all samohi offerings, programs, who you going to call all updated online
- Jamie: thank you to all the staff for working so hard
- Lots of people on leave right now
- Grace: what are tutorials: in middle school we call it curriculum skills exec functioning classes, homework starts so they know what do to, may work on transition actives, teacher may tb with other teachers to fill in the gaps of what is missing; ask does the student really need this? They could take an elective instead
- Transition activities that are required: flex time once a month, that help students get jobs int eh community
- DeAnne: how are the kids in independent study doing? Not sure? Some who are doing great, others who are not at all but parents afraid to send their kids to school. The state says after 3 missed assignments should go back to your home school but what if the student can’t go back to campus, providing SAI services on line hour a day and 1 special Ed teacher working with students
- Transitions: Grace: for HS that missed opportunities to transition that lost hands on training to get int the community are we addressing that loss? 22 is cut off for HS; we let some kids stay in the summer LY and did 1 week extra learning recovery, now back in the community working on transition services, our students got a lot of extra attention but will still need more, will have access this summer
- Creating a store for candles and going out into the community to sell them: project start to finish, starting to put them back on jobs, employers are starting to come back to us.

- Regional center is coming to speak to our students and families; asked to invite juniors and seniors to that program as well

V. UPDATE: Board Liaison Jon Kean or Jennifer Smith

- Jen smith: lead lag data posted for discussion at board meeting: some very encouraging and others not, Deanna review it?
- Jon Kean: disproportionality update? We were supposed to turn in data last week but extended to 2/11; teetering between 2.98-3.08: if we get 2.99 we are not disproportionate; we are disproportionate students who are SLD; latinX and said to have a learning disability; had a lot of families move into the district who are LD, not sure if that is offset by how many left due to matriculation or moves, won't know until middle of February; will be so awful if we are under 2.99, give 15% back to general fund, will take \$ away from special ed funding
- Jon: a large inflow of people coming into the district with IEPs; people moving in is a credit to the program but make sit difficult
- Lead lag: looking at the concept: look at what has happened so we can learn and use newer data to drive decisions going forward
- Construction projects elem schools: environmental reports part of consent calendar, upgrades
- Covid report
- Parents sending threatening emails to Deanna, aggressive messages about covid policy/ mandates and special ed policy; "coming " to sue, or shake a fist at you; trying to work on grace- need to see everyone as humans going through a difficult time but its really hard with the references we have seen
- Deanna; in heightened state at all times but trying to not let it get to me; coordinators are exhausted and don't know how long they can go on like this, it's disheartening,
- Kids are behaving in ways that make no sense: don't eat on the steps of the building; student mushed the sandwich on the steps in front of the teacher... it's the system that is causing my kid to need XYZ, kids released 10 iguanas in the new building with meal works so they wouldn't be hungry, even psychs are stressed out, teachers are calling crying needing time off, nothing is as we left it, they feel deep pain and responsibility when the kids ae suffering and in mental health crises, if their cup isn't full they can't pour; untenable circumstances but being asked to do the same job, teachers are in crises and it is compounding
- DeAnne: kids coming in: were they in the district or coming in via permit? Is the board still keeping an eye on how we handle permits as a basic aid district
 1. IDK if we have the ability to tell if a child is coming from private school or moved in when they apply
 2. Haven't changed our permitting status since getting rid of 2 categories a while ago, if you are working in samo now have to show employed annually in SM; no \$ with permit students, may have more conversations down the road but nothing on the horizon to tweak the permit process
 3. Deanna IEP kids: Danna input the data: got a lot of LAUSD (awful) students, a ton
 4. People are moving to samo for our schools
- Co-chair: in SELPA if we have a higher proportion of IEP students do we get more \$? Deanna, we get more for Eriks? referrals (mental health) more for ADA, more for learning recovery; we get much more than other Selpa districts; Co-chair: is there something we can take back to get more specialized funding because we have a disproportionate amount of spec ed students; allowed to

say no? NO, once someone moves here they are in our system. If you live here, you get services; not a ton of permits coming in and few with IEPs, we can say yes or no to permits, Co-chair: not sure we are getting our proportion of funds?

- Bulk of our kids are lsp, ohi, and lower incident, giving the \$ to the general fund is a terrible idea: you need the special pot for special ed otherwise that \$ can go anywhere, they wrote in wanting to phase out selpas

VI. DISCUSSION:

- 2021-22 SEDAC Charges Updates
- Gerry: transitions met to discuss the charge, put in deliverables, 2 goals
 1. Create and provide materials to families in transitions
 2. Equitably accessible materials: web distro final product so anyone can get it and get support
- Literature review to see what transition material was out there already
- Tri cities selpa trans handbook 58 pages
- Want to make a 1 sheet for transition points
- Who should be creating these: who do we reach out to create and distro them and into the hands of families?
- Deanna: linking every web site to our website? Let Deanna know translation needs so can be posted directly in both English and Spanish
- DeAnne: who is going to help us update for the info for each site? Co-chair: at Lincoln when Jamie and Darcy worked on docs, go back to staff, and ask for updates if the process change on your side? If it is being used by families in transition could the staff oversee updating
- Jamie: when Darcy came on board, she took some things that prior VP started to address and incorporated those conversations into transitional copy, info was rolled into staffing docs
- Jen: sex ed: committee met and will follow up with UC Lend on next steps
- Laura: social justice: committee met following up with Dr. Hawkins:
 1. Continuing to add to book list
 2. Curriculum suggestions
 3. Inclusion awareness week

VII. COMMENTS: Members & Public

For the 2021-2022 school year, SEDAC meetings will be scheduled on the first Tuesdays of the month at 6:30 pm via Zoom and/or at the District's Office Board Room.

Next Meeting is March 8th, 2022 6:30 pm

If you will require accommodation to participate in the DAC meeting, please notify the Special Education Office at (310) 450-8338, ext. 70210, at least two business days prior to the meeting.