SEDAC 2018-19 Year End Report

Programming Charge
Develop an understanding of research-based practices applied in Special Education in SMMUSD and provide parental perspective and input into the District's Special Education Departmental goals that are focused on closing the achievement and opportunity gap.

Progress
- Over multiple sessions with the Special Education Department, the committee learned about the current special education programs are offered at each school site.
- The committee questioned (1) how programming needs are identified at the District and also (2) the status and progress of collaborative programs offered or piloted at sites
- **Based on the learnings and independent research, SEDAC recommends the following**:

    1. Develop a plan to address the growing achievement gap of our special ed students based on the knowledge of current student needs versus current programming offered. The needs of our students have continued to change over the years since these pathways were developed. **We need to develop a plan to where student education needs are trending and build programs to fit into that model by conducting a bottoms-up study of our student needs** and review of current program offerings. Examples of specific areas for further research based on parent feedback:
        a. Evaluate programs in several areas including higher functioning ASD, DHH, Dyslexic students etc. based on number of students and achievement trends by disability area
        b. Need for collaborative classrooms particularly at elementary level to help students access the curriculum based on scaffolding with gen ed/ special ed teacher team versus pull out/ push in. Need to gather best practices for this based on current pilots/program
    2. Ensure communication with parents related to programming is consistent with the developed district plan and communicated appropriately (See Communication Charge).

Technology Charge:
Develop an understanding of the District's Assistive Technology goals for universal design for learning and the provision of individualized supports through assessment, in collaboration with the Special Education Administrative Team and Assistive Technologist. Provide input from a parental perspective into SMMUSD's Assistive Technology Plan.
Progress
- The committee met with the Bertha Roman to understand the technology plan for the district. This included device rollout schedule, plans for a learning management system, teacher training, and campus wireless improvements.
- While SEDAC feels this is very important to deliver differentiated instruction in the classroom, we have some thoughts on the approach:
    ○ Adoption of technology such as google classroom is inconsistent and at the discretion of the teacher. The district should consider adjusting the approach to improve adoption and provide more consistent access to technology. Not all teachers actually use the technology they have been trained on and so do not uniformly roll it out.
    ○ **Learning management:** Need for parents and students to access curriculum/academic materials **as well as IEP reports** digitally via web-based portal.

Communications Charge:
Develop set of recommendations on a more effective communication plan for families of students with special needs (IEPs) in collaboration with special education leadership. Recommendations should specifically address communication timelines and forums for sharing key components.

Progress and Recommendations

- The committee developed a list of communication assets (**Tables below**) to be shared with families of students in special education including recommendations on timing and forums (events) to share these communication assets.
- **Department should develop set of consistent policies for communications** to families across the journey from transition into the District to exit.
- **Develop centralized hub/ location where all important resources** (information assets) **live** online so parents know where to go
- **Standards for IEP Meetings**: Develop a consistent policy (adopted by the department and all sites trained to comply) for what is to be communicated prior to and during IEP meetings
  - Docs required distribution along with the parent's rights at IEP meetings: Program Offerings Chart, "Who you gonna call?", Acronym list
  - DRAFTS of assessment reports due 72 hours prior to IEP meetings
  - Translation of reports (to Spanish) if requested by families prior to IEP
- **Suggestions for content of the Program Offerings Chart:**
  - Include information on what special training/ skills do teachers and paraeducators have by each program type (e.g. SAI Intensive Social Skills Class)
  - Create flow chart for each pathway and opportunity
  - Update class offerings chart content prior to the beginning of each school year

Communications Assets

Communication Assets	Timing/ Forum for Comms.	Details
Existing Assets		
Program Offerings Chart	● Enter the District ● Annual IEPs	Include before Placement Discussion each year
PRN Brochure	Back to School, Newsletter, annual IEPs, PTA communications	Attached with annual meeting scheduling email, Include quarterly in Newsletter, shared by PTA Presidents at each site 2 times a year
Special Ed Newsletter	Monthly	On website, Upload to Facebook, District-wide email
"Who you gonna call?" Guide	IEP meetings, website	Consider shortening to 1 page, Add Page 2 with Key People to know w/ how to reach them
Acronym List	IEP meeting, website	
Post Secondary Tracks (Diploma vs. Certificate)	3rd grade and on each year	Document handed after 3rd grade, on the website
Post Secondary Tracks Parent Ed	2 times a year	2 times a school year at Middle and Elementary (District Level)
Tips for incoming 6th grade families	In 5th grade (at least 1 year prior to 6th)	Available on Lincoln MS website

Communication Assets	Timing/ Forum for Comms.	Details
New Assets/ To be developed Assets		
Parent Ed Initiative/ Kick off flyer	Back to school night	
Web based Calendar	Ongoing	District and Local Events, Link on Facebook, website, ability to subscribe
How you can get involved flyer?	Back to school night, Newsletter, Website	

Repurposed assets from PRN training	On website, Link in IEP emails	
Assistive Tech Resources	On website, IEP meetings as needed, Parent Ed	
Social Justice/ Restorative Justice Training	Parent Ed Event	
Relevant Assets from Transition Handbook	varies	

Additional Forums for communicating to families

Parent led/ Community	District Events	Site specific	Student Specific Forums
JOY Foundation	PRN Monthly meetings	Get Your Stuff Day Type of event	Entry into the District (Transition Meeting)
Monthly Santa Monica meetups	Meet Special Ed Staff/ Coordinator	Special Ed Coffee	IEP
	Parent Ed Series of Events (includes District organized + w/ partner events)	Meet Special Ed Staff	Summer Transition Planning Meetings
	Special Ed Movie Night	Back to School Night	Elementary to Middle, Mi to High Transition Meetings

Additional Recommendations

Student Education
- Sex Education: Provide developmentally appropriate teaching with alternate teaching methods for our students. Children may not be able to absorb the material as it's currently presented.
- Establish social/ emotional learning through Lion's Lunches (Opt in lunch group across sites)
- Roll-out "Abilities fair" to build awareness and understanding amongst our students (based on pilot at Franklin)

Parent Education
- Parent training for specialized learning for reading or math. Parents with adequate information will be able to better support the learning at home.
- Need for better education for parents on "screen time" vs educational uses of technology.

Compliance/ process
- Develop best practices for IEP compliance including roll out to sites and training for all Gen Ed and SAI teams
  1. District wide training for all teachers and principals on the basics of IEP compliance and disability awareness. The accommodations of students are not consistently being shared with or reviewed by general ed teachers.
  2. District wide training for teachers on how to teach kids on a broad spectrum. This includes special ed and general ed teachers. Provide teachers with the tools to design lessons to reach the most children including both ends of the education spectrum.
- A student's teacher of record must have larger accountability on executing what's in the IEP

Disaster Preparedness
- Work with Phyllis Tan Emergency Preparedness and Response Division, Los Angeles County Department of Public Health Tel: (213) 637-3631 Email: ptan@ph.lacounty.gov:
  - Parent guide pending feedback: Need this guide to be linked to CAASP site plan
  - A checklist to be shared with sites so they can customize their needs