

SMMUSD Special Education District Advisory Committee Meeting

AGENDA

Tuesday, October 5, 2021 6:30pm

Via ZOOM:

<https://smmk12.zoom.us/j/81209206181?pwd=cWRtVHVxOG40VjFOVS9hTUwxb0p5UT09>

I. CALL TO ORDER & INITIAL COMMENTS II. ANNOUNCEMENTS: Members & Public

Call to order: 6:36pm

Members: Payal Maniar, Julie Ginsberg, Laura Lieb, DeAnne Ozaki, Jenn Glazer, Meredith Feldman, Jennifer Smith, Deanna Sinfeld

III. ACTION: Adopt Resolution: Conducting Virtual Meeting

Seven Yes and the rest Abstentions. The Resolution HAS been adopted.

We must adopt a new resolution each thirty days.

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: Tuesday, November 2nd, 2021

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.

IV. COMMENTS: Members & Public

None.

SMMUSD Special Education District Advisory Committee Meeting

AGENDA

Tuesday, October 5, 2021 6:40pm

Via ZOOM:

<https://smmk12.zoom.us/j/81209206181?pwd=cWRtVHVxOG40VjFOVS9hTUwxb0p5UT09>

I. CALL TO ORDER & INITIAL COMMENTS

Call to Order 6:42

Payal Maniar, Julie Ginsberg, Laura Lieb, DeAnne Ozaki, Denise, Jenn Glazer, Meredith Feldman, Jennifer Smith, Deanna Sinfeld, Jon Kean, Angela, Gerry Seiner, Ula Jones, Dr. Ben Dr. Drati

II. ACTION: Adopt Resolution: Conducting Virtual Meeting

Meeting Minutes from September Approved - 7 members. 1 Abstention. Minutes passed. Meeting minutes from June to be approved at the next meeting.


Adopt resolution for November meeting to be held on Zoom? Co-Chair making a motion for meeting November 1, 2021- November 31st 2021 to be held on Zoom. A new resolution must be adopted every 30 days. Approved by all members.

III. UPDATE & DISCUSSION: SMMUSD Superintendent Dr. Dr. Drati on Student Evaluation Cycle (Tentative)

Dr. Drati has asked all Directors to invite him to parent groups to discuss new work unfolding in the next two years. We know that in the system designed right now there are still students who are not fully getting what they need, we need to dive deeper and unpack where the barriers are. We serve 10,000 students with 2,000 staff - must get everyone to work in unison. Must engage in evaluation and constant looking at data. Presenting two slides. Besides Special Education other groups are Latin X parent groups, African American Parent groups - inviting

all groups to identify all areas that need support. Naming groups often behind the achievement gap.

Leading a High Performing Culture Slide #1



Leading a High Performing Culture

Establishing a culture of shared accountability requires that leaders establish processes that drive continuous improvement.

Three essential steps:

- District and School teams create an **Implementation Plan**.
 - ✓ Clarify focus, outcomes, actions and supports
- Teams engage in weekly-to-monthly **Check-Ins**.
 - ✓ Adjust actions/supports to improve the impact on learning
- Teams conduct **Quarterly Reviews** of progress.
 - ✓ Refine plans by discussing successes and barriers

3

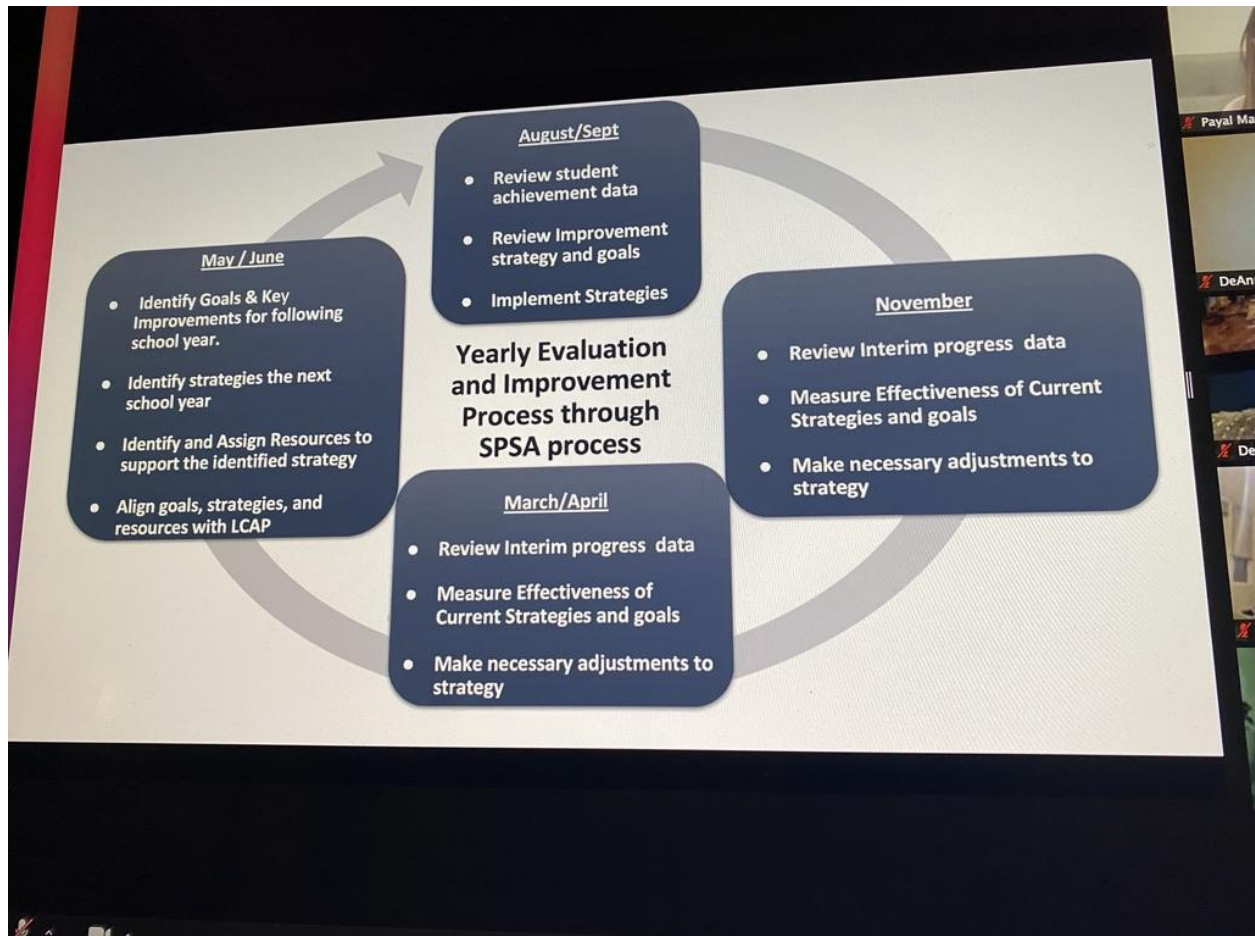
Modeled after other great organizations, which have three intentional components:

Implementation Plans: Getting staff to be clear on what we expect students to know at the end of each year. Collecting Data.

Check Ins - Are we having the impacts we want to have on a weekly or monthly basis?

Quarterly Reviews - What is each school's focus? What are the outcomes? What actions will be put in place to address outcomes?

Second slide: Yearly Evaluation and Improvement Process.



In *August/September* we are looking at data from the prior year. Looking for deficit skills in areas covered. This gives the teacher a good picture of who your student is and what they need.

Dr. Drati would like this conversation to be very visible. Principals, teachers and parents could come to these meetings. Can you see your own child's results in relation to the whole school plan?

In *November* there is another pause for review and check on the progress (a quarterly meeting). Are we making progress? Let's catch it in real time, not the end of the year to find that kids are struggling. What are the strategies for mastering these skills? What kind of support do we need? Make adjustments and go back to work.

May/June - collect all the information and data for the school to create a plan for the next school year. This info gives Dr. Drati's office data to support that school fiscally etc.

The strategy is to continue to improve in real time, not end of year reviews. This puts pressure on the entire system to continuously improve.

Member Q: For families who opt out of particular testings and apps. Can you explain to parents that opt out who you may share data with. Some families opt out as they are not sure what the purpose of this data. Also can there be a general announcement when testing happens?

Dr. Drati: There are a number of families who opt out. A grade has a level of subjectivity. If we can intervene beyond grades that is good. Make an alignment between results and actual mastery of skills. Besides grades we need other measures along the way. What is mastered and what is not. Rubrics need to be clear about the skills we need.

Dept: There are several levels. The first level is the site level. The teacher gets the name of the student and finds out what the kids excel in and needs. Then it goes to the Principal's level. May ask, why are you giving A's when the kids do not do well? May look for trends - why in one teacher's class are any of the kids doing well at subtraction? That teacher may need more training. This info is shared as trends, not students names. Testing is just to find out more about what we need to teach.

Member: Is it possible at the school level for notification to come out which level testing is happening? Helpful to know what the different tests do so we can decide to opt in.

Dr. Drati: We are making sure testing reasons are visible. As Deanna explained, the teacher will have the teacher's results, Principal will have the principals, results etc. There must be a lot of educating parents for why this testing will happen - must give information in a loving way.

Member: we just got test results back from past June assessments. If we have a child tests very behind can I assume that action is being taken to boost that child up?

Dr. Drati: Each site has their focus. For the Implementation plan we need actions and support - what is the game plan for this child? The school will have a plan.

Member: How will I know that my child has been picked for implementation? Are all kids behind chosen for "the action plan."

Dr. Drati: Each site is in a different point of plan.

Member: At site and grade level there is a lot of tracking of performance. Are you saying that in addition to me receiving info about my child, I can receive info at the grade level, site level to compare my child in a broad way?

What are the teams made up of?

Dr. Drati: SAMOHI for example, has 80 teachers. Within this they are broken into Professional Learning Communities. Chemistry, Science, etc Weekly check ins and at the end have a conversation about what has worked and not worked. Each subject level has these discussions. Also meet monthly and also come together as a whole school. Teacher teams can be creative and problem solve. Parents will be holding us accountable.

Dept: Franklin school has always done this. See the school wide results and teachers help each other plan and boost each other's deficiencies. Data that can be compared student to school wide.

Member: Back to opting in and out. It would be helpful to know if something was local, and a lot of seen at Site Council. To see tracking of site level data. A lot of these tests are helpful tools but they cannot all be accommodated. May be onscreen or on print - needs to have a standardized method but for a lot of our students we don't get a true read on a reading level for our Special Ed kids. How do the changes to your process help find the deficits and the holes?

Dept: Our kids are unique. That's why we have IEPs. We need to have multiple measures we use based on the type or need of the child. For SpEd taking data all the time. We need to see how they do without the help.

Member: It's hard for us to plug in that you will need more data and testing. How is this different from Site Council?

Dr. Drati: This will make Site Council data visible for everyone to see. Want message that we are a learning organization. Growth matters moving forward.

Member: What does this look like? A school wide meeting?

Dr. Drati: Yes. May have a discussion week where Principals engage in these meetings. Zooms have been great for this. Would like November to be the kick off for these meetings, beginning this November. The transition from Luna to Aires caused some problems. Met with the IT Director - how can we get a report of Fastbridge data to give to a parent by November so parents have something in hand for the November meeting.

Member: Curious what are your thoughts that individual schools cause different experiences - how do we have equitable experiences for all students at all schools?

Dr. Drati: We are going to give you the autonomy to meet those goals. A DeCentralized Approach is what it is called. Means that it is NOT top-down.

ANNOUNCEMENTS: Members & Public

Member comments: None.

UPDATE: Board Liaison Jon Kean or Jennifer Smith

We got some help from the State this week. Newsom made an announcement about vaccine mandates about when they are available for kids. Dr. Mora will also be doing a presentation about data.

Board: A lot of discussion about quarantining. A letter is going out stating that we are going from 10 day to 7 day quarantine at all sites. Report from Newsom welcome - we may expect a 12 year old and up mandate but he left a personal exemption clause.

Currently our vaccination rate in Santa Monica for 12-17 year olds is 97%. At Malibu confusing census numbers, some artificially high. Vaccine point of view trailing behind Santa Monica.

UPDATE: Special Education Director Deanna Sinfield

Tomorrow is Census day. A Pupil count which is tied to funding. Deanna is learning Pupil-count jobs and Medi-Cal billing and she is taking this over - she has not been trained for either of these tasks.

SEAD Program up and running at JAMS. They are doing well. Have solved a lot of cases outside of Due Process to save Attorney's fees. Hoping to not take staff out of the classroom to testify. We have written a plan and are getting a lot of money for learning recovery. Some after school learning and remediation. Also bought Learning Ally. Is a program that has books that are read to students. Bought for the entire District. This will begin in January, I just bought the license. This will be good for the comprehension piece. This will be great for summer reading. It is just downloaded once and no need for the internet.

Also purchased Lexercise for Malibu and also SAMOHI as a test. Looking at purchasing more licenses.

Still struggling to find SLP's for the District. Do not have one at Malibu middle High does not have one. Will have to do many make-ups for students. Deanna is interviewing. Many things are an issue: Compensation - paid on a teacher's scale. There is a shortage nationwide so SLP's can go anywhere that they want. Have tried to go through Agencies.

District is having the same problem with Paras. Many are quitting. Many did not want to be vaccinated. It's a Nationwide issue of not being able to find Para's. Doing monthly training for Para's as well. Luckily most of our teachers are fine as they do not have to manage the Paras as well.

Member: For Learning Ally. Can you download it?

Dept: Yes. You can create your own library. She will be buying Lexercise.

It's such a mess in the District office. Playing whack a-mole with issues coming up. Teachers are exhausted, staff is doing multiple jobs.

Member: In Malibu we have a sizable 5th grade SpEd Parents. Parents are concerned about going into Middle school, where there is not a good reputation. This information is from staff as well. We hear there are no Behavioral services there - is this true? Is there anything we can do in the meantime to get it together in the next couple of years.

Dept: Spoke with the School Psych today. Each year it is different so we fit each year to meet that year's students. Let's have a meeting with the Principal, Vice Principal and discuss concerns.

Member: Great idea. I think parents would appreciate that.

Dept: Middle school transition is the hardest transition. Besides Pre-school. It is definitely a hard year.

Member: Meredith Abrams did a Transition at Franklin which was very helpful last year for Middle School. It is rough whether you have a neuro-typical child or typical.

You had mentioned at JAMS that here is a new Executive Functioning class. Is a component of that teaching the kids Google classroom and Aires? It can really help the kids.

Dept: First there was a Mindfulness activity at JAMS at class today. Then she had the kids log onto Google classroom in front of the Teacher, so yes there is that component.

DISCUSSION:

A. 2021-22 SEDAC Charge Discussion

3 Charges under consideration:

First Charge is under Transition support.

Second is the Social Justice Curriculum. Collaborating with Dr. Satinder about curriculum.

Third. Adaptive Sex education for roll-out in the Fall. In Collaboration with UC-LEND.

Does SEDAC feel these are approvable? Majority of SEDAC supports and shall be placed on the next Agenda. How we can deliver on these charges? For the record we can note that the Charges that we discussed have been approved by the SEDAC Group.

VIII. COMMENTS: Members & Public

We will plan a PRN date for the 14th of this Month. We can explain Child-Find. It would be nice to have a one page tipsheet. When is the right time to refer etc?

Meeting adjourned at 8:23pm