

SMMUSD Special Education District Advisory Committee

MEETING AGENDA

Tuesday, April 25, 7:00pm

Location - District Office

- I. CALL TO ORDER & INITIAL COMMENTS
- II. ANNOUNCEMENTS: Members & Public (5 minutes)
- III. UPDATE: Special Education Director Deanna Sinfield (15 minutes)
- IV. UPDATE: Board Liaison Jon Kean or Jennifer Smith (10 minutes)
- V. Discussion
 - A. Standardized Testing Accommodations (15 minutes) - Deanna Sinfield
 - Disproportionate latinex students with disabilities 2019-2020, did not look at 2022-2023, no longer disproportionate range but because we were in 3 years, we are still found disproportionate; the state says you must have a plan how to not be disproportionate: includes students, parents, come up with a plan in a month; we have to do that work now
 - 15% of feb budget is handed over to gen ed bc the plan is a gen ed plan: what did you do before the child was ID as spec ed, misnomer in the community that the only way to get help is by going through special ed
 - There is a lot of work to do before the end of the year; we take this very seriously, 28% are EL learners the rest are ID as LatinX
 - Need to fix the problems
 - Need to educate the community that there are other things to do besides going into speciel ed
 - Need 1-2 parents, 1-2 students have a principal, have a teacher for the committee
 - Have to review data to address the root cause and help write the best practices
 - State testing: some of accommodations we have been giving are inappropriate for certain students
 - Speech to text passage: robot voice reads you a passage aloud: only 1-2% of the population is supposed to have it, build for students who are blind, is on almost every IEP we have done
 - Word prediction: it is a different program you have to buy
 - If you have a scribe: have to write exactly what the child says and where to punctuate it
 - Changing the structure of the test: if we modify it to a great degree you wont know how they are doing: will go from reading comp to listening comp
 - Once it's on your IEP it has to be provided to you.
 - What are the accommodations and what do they mean?
 - CAASP website click the button for accommodations for state testing only
 - There is also part of IEP that has classroom testing accommodations: small group setting; if everyone has a small group setting then it's no logner a

- small group; you want them to test what they are practicing all year
- Some accommodations: masking: small piece of paper and move it along to read, looks very different on the screen
- What are we measuring, are they using the accommodation on a regular basis
- We have 50% of kids that have IEPs that all kinds of accommodations
- Review state testing pages on IEP and accommodations on IEP docs
- Teacher has to do it properly or it nullifies the test
- Every teacher can read the question out loud
- Parents were sent emails and called to sign but did not know what it was about
- All accommodations are changing

B. SAMO High School Suspensions (20 minutes) - Antonio Shelton

- Chronic absenteeism
 - Students with disabilities 38.4%: students with medical needs who can't come in for certain reasons, covid anxiety kids not coming in, parents keeping kids home when they see these behaviors
 - 8/18/22-12/16/22:
 - 95 suspensions
 - 13 students suspended 2 or more times
 - Main reasons
 - Possession of a controlled substance 37%, board policy is you must suspend if controlled substance; trying to change that rule with Alicia
 - Caused attempted to physical injury 22%
 - Willful use of force except in self-defense 18%
 - Subgroups with the highest suspension rates:
 - Whites 48%
 - Latina/ Hispanic 31%
 - Students with disabilities 23%
 - African American/Black 18%
 - You can change a board policy but certain things we don't want on campus: prescription rx, prepackaged items on campus, student has multiple doses on hand
 - Don't want to suspend with drugs but have to; we don't know what a person is bringing on campus, we are not experts at pills
 - Students experimenting on campus; don't want to rush to suspend? We are following board policy- does not leave room for 1st offense of multiple offenses, experimenting with a borderline case or clear cut
 - Suspensions are multiple days at home
 - Supposed to fill out forms for meds on campus: personal use inhalers or pills, its about intent: if its' not intended for the student to distribute, you tell them don't do that not suspend them.
 - Hard to catch a kid selling; but when you catch a kid with a

- large qty of product you know they are going to sell it
 - Board policy needs to be adjusted so house principals can make judgement calls, right now they can't
 - Possession of a controlled substance may be them being caught in the bathroom using
 - Don't want to do away with the policy without having something else in place; needs to be steps taken that are preventative measures; how to repair in the community
 - Variety of discussions taking place
 - What can we do differently
 - Claire foundation is involved:
 - what does a first offense look like
 - is there a need for counseling (are they self-medicating)
- what is the process when someone is caught: what factors are taken into consideration?
 - Not all students with IEPs look the same: SDHS does not look like an intellectual disability,
 - impulsivity issues: not a planned activity the way if you have 300 doses on campus is planned vs you brought your own personal dose for the day, what was the intent
 - if a student has an IEP or 504: their TOR and advisor are immediately involved, parents are brought in immediately; There is a group of people that come together to determine next steps; have 10 days to determine suspension
 - brought back for a return from suspension conference with the same stakeholders
 - don't want to rush to judgement on a kid you don't know; we have rules bc its high school
 - every teacher new to samo goes through restorative justice level 1 and 2 training, goes back to building the relationship
- what are children provided as guidelines if teacher get RJ 1-2?

Presentation of house principal and advisors in Sept; the kids bring the harm from middle school onto campus, unresolved issues with kids that come to a head; the kids have discussions about it, trying to get to the bottom of it, work through it: house meetings so everyone knows the guidelines; "now that I am 18" to make kids aware of what is going on with the transition from 17 – 18, what changes: financial, positive interactions with the police, social media training, sexual consent
- some of this is covered in Freshman seminar
- working to get police training back on campus
- work to do with 9,10,11 graders (covid back log) starting all over with a lot of training; kids need reminders about RJ
- student outbursts are on the rise, seeing behaviors of 11th graders who are the emotional age of 8 or 9th graders but they are bigger or more harmful, making bad judgement calls (seeing the gap in 2nd graders who never had K)
- seeing a lot of anger from kids and parents across the board: the community needs to come together on best practices

- Payal: need a scaffolded version of that kid training so our kids can access it
 - What is the most common reason for students with disabilities is fighting, parents counter programming RJ practices
 - 5 student outreach specialists on campus at samo hi: is that a known resource?
 - Jen: PTA is going to do more outreach on RJ
 - Have to work in the house not thru spec ed: get to know advisor and TOR they take care of level 1 preventive things: let's have a circle, house principals not involved at that level, don't want to make fear, want to make the relationships with the TOR and advisor to resolve issues; get to know all 6 teachers on your kid's schedule
 - Parents can ask: can we do an RJ for this incident: parents get on board with other parents in the room with the kids (not speaking but watching)
 - We do circles at the beginning of the school year first 3 days; teachers have to get to know the kids, that is the beginning of RJ; you can't restore something that never existed
 - Suspensions are 3-6 days average but can be up to 10 days; even on campus if you are out of the classroom it is still a suspension; kids may be on campus with the house principal, for some kids its better to come to school than stay home
 - Infractions where we don't have to suspend: SOS run breakfast club, super Saturday
 - Kids came back hurt and harmed in ways we didn't know: tons of behavioral issues, 9th graders drawing one each other showing harm incurred during the pandemic; emotionally maturity wise they were devastated, still lingering issues from the covid gap
 - Should we try RJ to see what it is like? Julie and Deanna did it for spec needs PTA, Rob came in
 - Deanna
 - Wants a parent panel in sept : what is available at all schools
 - Wants to bring attorneys in to show what parents rights are and not
 - Next year is year 5 of covid: can expand to a different level
 - Deanna just had level 3 training: the now what point where we need to know what we can do next
 - Deonne: wants suspensions put on charges list for next year, can have RJ component
 - We don't process as kids, we process as adults, not a 13 year old with a phone; see through the lenses of the kids, there is always a back story to why a kid is doing what they are doing, may not tell you when their parents are there but will tell you when they leave
- C. Updates for on Charges for 2022-23 (15 minutes): need 1 slide of update for next meeting; someone presents mid June

1. Communications Structure Review
2. Transition Support
3. Social Justice (PTSA Representation & Support)

4. Social Justice (SMMUSD DEI)

5. Human Development Education

VI. COMMENTS: Members & Public (5 minutes)

For the remainder 2022-2023 school year, SEDAC meetings will be scheduled on the second Tuesday of the month at 7:00 pm at the District's Office.

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.