

**Special Education District Advisory Committee Meeting**  
**Santa Monica – Malibu Unified School District**  
**Minutes**  
**Wednesday, September 4, 2019 7:00 to 9:00 PM**  
**DISTRICT OFFICE – BOARD ROOM (2<sup>ND</sup> Floor)**

**I. CALL TO ORDER & INITIAL COMMENTS: (5 minutes) 7:06 call to order**

-Barry 49 years in the district and welcome Deanna; Jamie: 3<sup>rd</sup> year on SEDAC; Sarah is an official SEDAC member; Gina: AYSO starts Sunday

**II. ANNOUNCEMENTS: Members & Public (5 minutes) none**

**III. UPDATE: Special Education Director Deanna Sinfield (15 minutes)**

- 65 new paras when Deanna started, not fully staffed now, has agency to contract, more interviewing this month expect to be fully hired EOM, 200 total paras
- Working on plans to make kids more independent
- Trainings how to administer a positive IEP completed with every SPED staff member and administrators: strengths, concerns, sending reports in advance of meetings 48 hours even if it's a draft
- CPI voluntary training 25 people: crisis prevention how to de-escalate a hot situation
- Training for gen ed teachers/; have been to Lincoln, Grand and going to Malibu high and MS, Webster: ABC of behavior: what can you change in how to interact with the student to change the behavior:
- Re-wrote job description of behaviorists; consulting with school psychs and paras; 2 on staff behaviorists in the district; focus on training gen ed teachers who need it; not every kid needs to go to SAI or needs a para, need adult re-direct so they can remain independent
- Para training at Grant: reviewed expectations and next steps; pulled in all Paras in 1 place to review Antecedent, Behavior, Consequence: what their role is; how to get kids to generalize
- Kelly Keith: workability: there is someone in charge of 18-22 year olds: job training and jobs inside or out of school and getting them paid positions, Kelli taught transition program and now teaches Workability

- New hires: interviewing for adaptive PE, assistive technology (on boarding), 1 teacher open to hire
- UC Davis : study classroom based Pivotal Response Training: like ABA Grant and Franklin social skills classes. Teachers will be trained in these techniques: what makes a lasting change in teacher's performance skills? All spec ed teams on those sites will be trained
- USCB parent training on CBPRT, will work on parent training info
- Bringing circle of Friends back (thanks Gina) for our teachers, trainer is Bill Hemaway; gen ed kids and spec ed paired, buddy program with structure: 6 schools will start in Dec-Jan; sites: SAMO, Lincoln, Malibu(no), Franklin, Roosevelt, Muir (small not sure they need it) need willing principals; want lasting change with schools who will commit to continuing, build the capacity if we are going to pay for the program; 3-4 people head at each site
- Chart of all programs, color coded and on line
- New infant teacher floating for whole SELPA: PT infants and PT preschool
- Orientation and mobility teacher: Kode Ischi for whole SELPA
- Looking for what programs we need more of and what needs to trim down
- Focus on students accessing gen ed but need a base elsewhere, how to make it smooth
- kids don't know how to talk to the kid about their disabilities: parents coming in to talk to the classroom? Give the parent the option to come in, kids are curious and will find similarities; some people want to tell their own story
- Principals bulletin: tip of the week on how to deal with a behavior in your classroom to share with teachers
- Discussion on bigger changes to be made: resources in the district not serving the district as well as it could be, Spec ed peers can be isolated even in inclusion; look at programs in general to see how we can make them the best we have (mention of Kinder Riley class but that is doesn't serve all those kids well bc it doesn't continue)

#### **IV. UPDATE: BOARD LIAISON Jon Kean (10 minutes)**

- Changes from SEDAC are going to be considered from SEDAC: information sharing, communicating

- Preschool program: Building a pre-school building at growing place city supported with donation of \$8M
- Project based learning at Olympic HS: 100 enrolled and 50 showed on day 1: 9-12 pathway smaller learning environment, different schedule, different philosophy; staff investigating why the drop off: transportation for Malibu kids; this pathway is 1 way of PBL, pains of growing the program, closing the achievement gap
  - o Jon to advise requirements of IEP students: any grade level requirements for this program? Are there pull out services? Only 6 students with IEPs signed up- need to clarify for the families

**V. DISCUSSION: Open Items/Follow-ups from 2018-2019 SEDAC End of Year Report (20 minutes)**

- a. Communication Plan: send list of deliverables to Deanna for follow up
- b. Programming : c/o from LY to continue
- c. Technology: implementation at sites are inconsistent, can spec ed resources be the leaders in adoption; follow up action item on devices, new assistive tech person, more to come as needed, no new charge

**VI. DISCUSSION: Potential 2019-2020 SEDAC Charges (45 minutes)**

- a. **Role of PRN:** restarted a couple of years ago for a role of parent liaison at each site, parent to parent insight, Victoria trained parent PRN members LY; need clarity on the role and what it needs to be.
  - Too much overlap in meetings with spec ed PTA, PRN, SEDAC:
  - PRN Didn't filter to the site; support groups have replaced that function formally or informally
  - PRN to filter What are the problems on site so the principal can get in front of it so kids don't lose education or sue; community building take the fuel out of the fire
  - There is a need at every school site: Need to make a plan to make the equivalent at each site for a parent support group, a networking body
  - Get the info at the IEP as to how to reach other parents at your site
  - Not a charge, follow up on defining the role
- b. **Parent Portal: charge can be completed short term**
  - Catch all for the need for easy access to info, resources on line: acronyms, flow charts, who you gonna call; bigger overhaul; list of things we want, what does it look like? Has to be ADA compliant, need a para job description on the website , Community Calendar: public calendar that people can subscribe to for district special ed events- put on parent portal

- c. **Transitions Plan: charge can be completed short term** needs work, info has to come in the summer before get your stuff day, same into the HS, timing and communication, digital communication (Lincoln on the road) need top 15 things that people need to know
- d. **Programming and Achievement gap**
  - StepE is the new positive behavior program
  - Collaborative teaching: not the be all end all, done poorly it can do more harm
  - Need data to track where there is a need
  - Tracking the kids through the LCAP, is the achievement gap getting worse?
  - didn't have spec ed kids taking part in the testing- can opt out- so there will be new data, were accommodations uploaded when they took the test? Is that helping? Should there be more integrations for rich verbalizations.
  - special day class exists to meet the goals of that child. Is the current format working?
  - missing piece for higher functioning kids who have the potential to function higher with less support in the right format
  - LRE is the gen ed setting; kids putting into special day classes not achieve as well push to put kids into the mainstream as much as possible.
  - tour the schools to see what is going on
  - SEDAC feels there is no understanding of certificate vs diploma at HS level, no info on line for spec ed at SAMO, only diploma on line info. Capacity over learning how that effects certificate vs diploma
  - Formal position on new para policy? Deanna concerned about training kids to have a para for life which is not realistic, para for academic goals v behavior issues;
  - no curriculum based class in elementary for IEP higher functioning kids; modified groups
  - build capacity , need to build the trust, parents need to see movement to believe in the changes; going to start with preschool, need to build more independence and problem solve, should be a facilitator not a buddy, fading appropriately, should have a fade plan that goes with para placement, going to take time
  - review programming in Dec-Jan with Deanna
  - Jon: need a list of analytics that we are the most curious about for Sam Koshi to make a presentation to SEDAC
  - Deanna: need a para job description on the website
- e. **Social Emotional Learning:** no charge: circle of friends as part of this program, restorative justice or behavioral interventions, not just special ed kids who are acting up; the lack of comfort of having a spec ed kid in your classroom and how to deal with it; what is the teacher comfortable with; giving kids the permission to ask the tough questions

**VII. OTHER OPEN ITEMS: (10 minutes)**

- a. District-wide Parent Events- move to next week- need to make progress- time and action
- b. Community Calendar: public calendar that people can subscribe to for district special ed events- put on parent portal
- c. SEDAC Open Positions: can have up to 15 people

**VIII. MEMBERS OF THE PUBLIC (5 minutes)**

- VAPA I focus on dance, music, theatre and visual arts is looking for info from families for their kids in the arts, handouts; The eyes and ears for the arts in the district
- - kids not getting support they need: have access to the art class but not able to provide accommodations
- Looking for new families have 11 members can have 15

**IX. APPROVAL OF MINUTES (5 minutes)**

The SEDAC meetings for the school year 2019- 2020 are scheduled for the first Tuesday of the month at the Office Board Room. Upcoming 3 Meetings: 10/1/19, 11/5/19 & 12/3/19

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.

Adjourn 9:04