



SCUSD SELPA Update

CAC General Meeting
December 20, 2022

Presented by:

Geovanni Linares, SELPA Director



Agenda

- Welcome
- Updates
- Adult Transition Program Graduation

Welcome

Welcome

- Over the past month, the Special Education department has been pleased to welcome some new team members. They include:
 - Simone Worsham, Administrator of Teaching & Learning (ATL)
 - Conor Kelley, Board Certified Behavior Analyst (BCBA)
 - Vince Asuncion, Board Certified Behavior Analyst (BCBA)
 - Melody Fananapazir, School Psychologist
 - La Lena Rivas – Transition Assistant at Hiram Johnson HS
 - Sheng (Jeannie) Lee, Social Worker

Updates

Follow-up to CAC Questions

- How quickly can parents expect agreed upon services to begin?
 - CA Education Code 56041(i) states...
 - *A pupil's individualized education program shall be implemented as soon as possible following the individualized education program team meeting, pursuant to Section 300.323(c)(2) of Title 34 of the Code of Federal Regulations and in accordance with Section 56344.*
 - Considerations:
 - Scheduling services with service providers
 - Implementing transportation

Follow-up to CAC Questions

- What happens when the IEP Team disagrees over goals, services, and accommodations, or placement?
 - If there are areas of agreement, those should be acknowledged and set aside
 - Areas of disagreement should be clearly identified and discussed for specifics.
 - Goal Areas? Goal Specifics?
 - Service Area? Service level recommendation?
 - Placement recommendations?
 - The IEP team knows student best so efforts should be made to have this team problem solve and reach resolution.
 - As needed, parents and staff can utilize SCUSDs Alternative Dispute Resolution (ADR) process to support problem solving efforts.
 - [SCUSD ADR](#)

Follow-up to CAC Questions

- What is the process for requesting an Independent Educational Evaluation?
 - A parent/guardian has the right to obtain an IEE for their child at their own expense at any time. (34 C.F.R. § 300.502(a)(1))
 - A parent/guardian of a student with a disability has the right to obtain an independent educational evaluation at public expense, subject to the provisions of federal and state law, when the parent disagrees with an assessment obtained by the District within the last two years. (34 C.F.R. § 1/8 300.502(b)(1), (d)(2)(A); Ed. Code, § 56329(b))
 - A parent/guardian may request one IEE in response to each area of evaluation completed by the District within the last two years.
 - **Written Request to be submitted to IEP Team/ School Administrator.**

Sample IEE Request Letter

Dear Mr./Ms. [Public Agency/LEA Administrator's Last Name]

I am writing to notify **[Public Agency]** that I disagree with **[Public Agency's]** assessment **[Date and Type of Assessment]** and am requesting an Independent Educational Evaluation (IEE) at public expense pursuant to California Education Code §56329(b) and 34 C.F.R. Section 300.502.

I look forward to your response no later than one week from the date of this letter. As you know, the law requires that you respond without “unnecessary delay.”

Sincerely,

[Your Name, Relation to Child]

Follow-up to CAC Questions

- What is the process for requesting an Independent Educational Evaluation?
 - When the District is responding to a parent's request for an IEE, whether granting or denying the request, the District shall provide the parent with a PWN and a copy of their Procedural Safeguards.
 - [SCUSD Procedural Guide: Independent Educational Evaluations](#)

Follow-up to CAC Questions

- What are the District's expectations of IEP team members for delivery of progress monitoring data? In primary? In secondary?
 - Progress monitoring data and timelines is developed by each IEP team. Best practices include aligning progress monitoring data to general education progress monitoring practices (i.e. report cards)

Follow-up to CAC Questions

- What is the District's policy or expectation for IEP Teams to include reclassification plans in IEPs?
 - This is an area of growth for SCUSD. SCUSD Special Education is partnering with SCUSD Multilingual Education Department to engage in professional learning opportunities through the Imperial County SELPA to identify and implement a specific plan for SCUSD.
 - [Imperial County SELPA Professional Learning](#)

Follow-up to CAC Questions

- In what grades can parents expect transition goals and services? Who on the IEP Team is responsible to ensure that they are included in an IEP?
 - Individuals with Disabilities Education Act (IDEA) mandates that transition services begin by the age of 16 and earlier if appropriate.
 - Transition services are a coordinated set of activities for students with disabilities that is designed to be a results-oriented process that focuses on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities.
 - Focus is on education, employment, and independent living
 - Our Case Managers support getting IEP Teams to begin transition planning. Site Administrative Designees support the implementation of this step.
 - **Resource: Transition Planning- The Basics**

Follow-up to CAC Questions

- How are students served when there are no qualified staff or vendors to provide promised services?
 - Tremendous efforts are made to ensure that this is on a limited basis. If services are not available, IEP teams are encouraged to try and problem solve as best as possible in the interim until FAPE identified services are secured.

Follow-up to CAC Questions

- How do parents learn about their right to request compensatory services and the process to do so in SCUSD?
 - If a Parent/ Guardian feels that they have a right to compensatory education services, they are welcome to communicate that request to their school site administrator.
 - An IEP meeting should be called to discuss and document the specifics of the request and allow the IEP team to problem solve.
 - Special Education department has provided professional learning on how to identify, discuss, and make compensatory education offers.
 - This is a new concept so still much learning going on
 - Department has been working with various departments to provide compensatory education services in the Spring after school.
 - A more universal communication will be coming out in early 2023.

Follow-up to CAC Questions

- Aligned with the topics of missed services and compensatory education is the topic of recruitment, retention, and staffing shortages.
 - Recruitment continues to be an area of focus. Opportunities to recruit regionally continue as Winter graduates become available.
 - Additionally, SCUSD Special Education will be sending two representatives to the Philippines to support recruitment (as this has been a District practice in the past).

Follow-up to CAC Questions

- Aligned with the topics of missed services and compensatory education is the topic of recruitment, retention, and staffing shortages.
 - At this time, we have the following positions currently vacant:

Position	FTE
<u>Teachers</u>	35.6000
<u>Instructional Aides</u>	60.0090
<u>Education Assistant (JMTC)</u>	5.2500
<u>COTAs</u>	2.000
<u>Employment Coach</u>	1.500

Follow-up to CAC Questions

- Aligned with the topics of missed services and compensatory education is the topic of recruitment, retention, and staffing shortages.
 - At this time, we have the following positions currently vacant:

Position	FTE
<u>Occupational Therapist</u>	9.000
<u>Office Techs</u>	2.000
<u>Psychologist</u>	5.800
<u>RBTs</u>	26.000
<u>SLPs</u>	30.900
<u>SLPAs</u>	3.000

Follow-up to CAC Questions

- How can the District and SELPA help with effective outreach to parents about the CAC?
 - Working with the CAC to identify and communicate their purpose and vision.
 - CA Education Code 56194 indicates that a CAC shall have the authority and fulfill the responsibilities that are defined for it in the local plan. The responsibilities shall include, but need not be limited to, all the following:
 - Advising the policy and administrative entity of the special education local plan area regarding the development, amendment, and review of the local plan.
 - Recommending annual priorities to be addressed by the plan.
 - Assisting in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan.

Follow-up to CAC Questions

- How can the District and SELPA help with effective outreach to parents about the CAC?
 - Working with the CAC to identify and communicate their purpose and vision.
 - CA Education Code 56194 indicates that a CAC shall have the authority and fulfill the responsibilities that are defined for it in the local plan. The responsibilities shall include, but need not be limited to, all the following:
 - Encouraging community involvement in the development and review of the local plan.
 - Supporting activities on behalf of individuals with exceptional needs.
 - Assisting in parent awareness of the importance of regular school attendance.
 - Supporting community involvement in the parent advisory committee established pursuant to Section 52063 to encourage the inclusion of parents of individuals with exceptional needs to the extent these pupils also fallⁿ within one or more of the definitions in Section 42238.01.

Follow-up to CAC Questions

- How can the District and SELPA help with effective outreach to parents about the CAC?
 - Ideas that SCUSD SELPA would like to move forward with in partnership with the CAC
 - Development of an SCUSD SELPA/ CAC Parent Handbook
 - Introduction to Special Education Trainings (multi-per year)
 - SCUSD Special Education Administrator Connection Times
 - SELPA/ CAC Partnerships on departmental events (i.e. Adult Transition Graduation, SCUSD Scholarship)
 - Continued Partnership with Warmline
 - Continued Partnership in ADR
 - Others

Black Parallel School Board

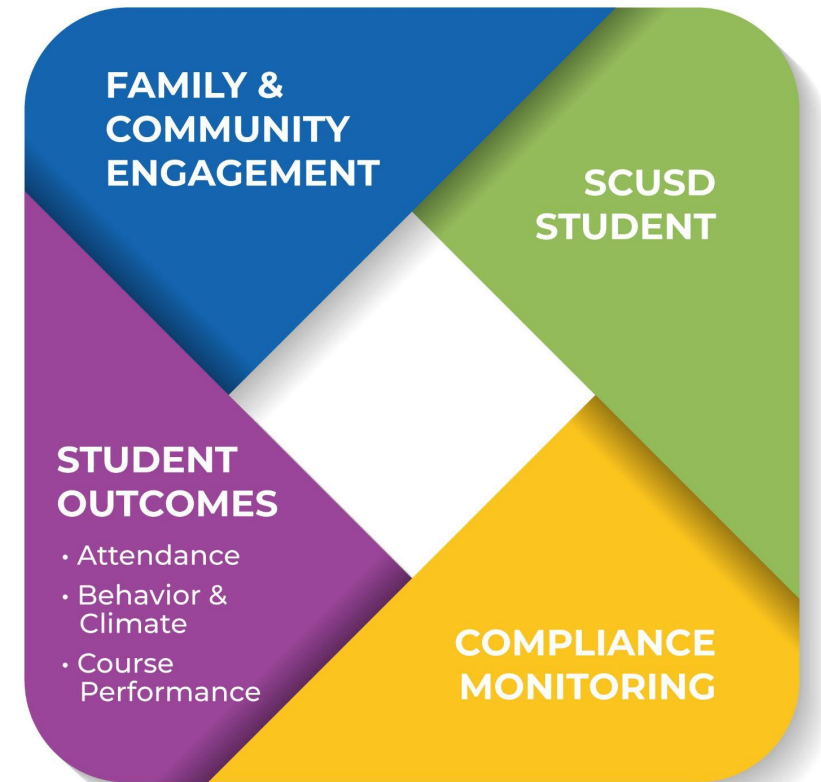
Black Parallel School Board

- As a District, confidential negotiations continue between parties.

SCUSD Website

SCUSD & SELPA Websites

- District & SELPA websites are continuously being updated.
 - Up to Date Contact information
 - Under Construction:
 - Parent Resources
 - Community Events
 - Compliance measures
 - Special Education Continuous Improvement Dashboard
 - Visitors will be able to access metrics monitored four key areas.



SCUSD Significant Disproportionality

Significant Disproportionality

- SCUSD CAC Executive Committee discussed this topic and will be the focus of our January meeting.

SCUSD Special Day Classes

Special Day Classes

- Updated Listing Posted on November CAC General Meeting posting:
 - <https://www.scusd.edu/district-event/community-advisory-committee-cac-general-meeting>

SCUSD Adult Transition Commencement

SCUSD Special Education Adult Transition Winter Commencement

- Celebration of our students who are in the Adult Transition classes who will have turned 22 years of age and will graduate from Sac City Unified School District with their certificate of completion.
- [Video](#)

THANK YOU