

**CAC**  
**Community Advisory Committee**  
**For Special Education**

**Advising the Board of Education**  
**San Diego Unified School District**

**General Membership Meeting Minutes**

**Date:** Thursday, January 14, 2016  
**Time:** 7:00 – 9:00 pm  
**Location:** Ballard Center Auditorium, 2375 Congress Street, San Diego, CA 92110

**WELCOME & INTRODUCTIONS:**

**Called to order at 7:05pm**

Meeting called to order by the Chairperson, Mina Kern, welcomed attendees and introduced CAC members, district staff and administrators, and acknowledged parents. The Chair reviewed the agenda, meeting format and structure, membership procedures and process for providing public comment.

**Presentation:**

***Manifest Determination***

Brian Hartman; Psychologist, Kearny Mesa H.S.

- The most important part of a manifestation or before a manifestation- the things you can do before manifestation happens:
  - School side: when concerns start to happen, behavior or social/emotional the school's responsibility is to communicate with the parents. If there is a change in behavior, conversations need to start; interventions need to be made between school and home. If there is a suspension, there needs to be a suspension conference.
- Purpose of the Manifestation Determination: The school wants to determine if the conduct is subject to disciplinary action or was it a manifestation of the student's disability. Did the disability cause it or have a significant impact on the behavior? This does not mean that students with disabilities (SWD) cannot be disciplined. They always look at the primary disability but also use secondary and other disabilities.
- When must you conduct a manifestation determination? When a SWD has engaged in a behavior where expulsion is being recommended. When a SWD reaches 10 days of suspension a manifestation determination meeting must be held because the student's education is being significantly impacted. Does placement need to change? Are supports in place?
- Who needs to attend the meeting? Administrator designee, school psychologist, educational specialist, case manager, general education teacher, other relevant school members who know the student well, other school personnel who have information, **parent**.
- Parent must be invited to the meeting, must be convenient for the parent, but the meeting is on a timeline so the meeting must be timely. The manifestation determination meeting must be held on a certain timeline so meetings can be held without a parent but that is no ideal. The meeting must be held within 5 days of initial suspension. On the 10th day of suspension, a meeting must be held.
- The school psychologist is often the facilitator for the meeting. Relevant information is reviewed, present levels are reviewed, and levels of support are reviewed. The incident is reviewed and witnesses are interviewed. Two questions must be answered during the review process:
  - Was the conduct/behavior caused or had a **direct and substantial** relationship to the student's disability?
  - Was the conduct in question a direct result of the district's failure to implement the student's current and existing IEP?

- If causality is found, the placement is sent back to the IEP team to look at supports, placement, positive behavior support plan, etc.
- If causality is not found, expulsion process may proceed through the placement appeals office.
  - When a case is being referred to expulsion, the behavior has to rise to the level of expulsion according to CA Ed code, which might be different from school standards.
- Restorative Practices: Office of the Advocacy- an opportunity to build community on campuses where students feel safe, a place to communicate with each other, their teachers, etc. Working to find alternatives to exclusionary practices, to keep kids on campus. When Ed Code allows for flexibility, parties can come together in a conference to hold students accountable at a higher level.
  - Teachers are reporting that through this process, trust is built allowing for more teaching/learning.
- Disproportionality oversight committee: community members, principals, CAC members, look at disproportionality data from different sites; what are schools doing? What systems are in place/not in place; help school site principals address the disproportionality; data shows over and over again that students of color, students with disabilities are predominantly the ones who show up with higher rates of suspension.
- Outliers: data showing schools and/or teachers at sites who are consistently suspending/expelling students with disabilities over and over again- where is that being addressed? Data has been requested by CAC and was not ready for tonight's meeting. Will then take data a step further to break it down by school. Students still not being served if the data is a year or two behind? How are those students being served?
- Are in school suspensions being counted as the 10 days? They are not.
- Do you do an assessment if the disability resulted in the behavior? No. It is not done via an assessment but through all the other things previously mentioned.

**Public Testimony:**

**The CAC invites the public to address the Committee and District about topics of interest or concern regarding students with IEPs in SDUSD. We provide a form to document comments and facilitate CAC follow-up with the district on matters that impact students. Due to confidentiality, personal concerns will be addressed privately with designated district staff. District will make an effort to respond to general questions as appropriate and time allows.**

**Copies of public forum comments and questions for the meeting can be obtained from the Secretary or Chair.**

**CAC Business:**

*ROLL CALL/MEMBER ATTENDANCE:*

**Present:** Mina Kern, Raylene Dickinson, Brook Markley, Terry Bobryk-Ozaki, Maria Riedel, William Cary, Joyce Clark, Maria Corral, Michelle Crisci, Lynn Crossly, Susan Fanno, Lynn Glynn, Megan Glynn, Ellen Herroon, Caroline Kelner, Maggie Offerman, Leticia Ruiz-Mylenek, Norma Carolina Ruiz Vazquez, Francisca Salcedo, Christy Scadden, Julia Stuart

**Absent:** Moira Allbritton, Julia Childs Andrews, Connie Ghearhart, Gloria Pacheco, Jen Rooker, Julia Stewart

**Ex-Officio:** Sonia Picos, Executive Director of Special Education; Dr. Lorelei Olsen, Director of Instruction

**Quorum established.**

Approve December 2015 CAC General meeting minutes – Action

Christy makes a motion and Julia seconds

19 – ayes; 0 – nays; 2 – abstentions. Motion carries.

**Chair Report:**

Today, January 14, the Transition ad-hoc committee met. There were 3 CAC members, and 7 district staff, plus Jane Doft, in attendance. The focus in on the work of vocational rehab counselors, and who is making that connection for with outside resources for students and their families now. The first goal identified is to get information out to

families in a timely manner. The Transition Resource workbook is going to be reviewed and time-sensitive information updated and sent out post-haste. The next meeting will be January 28th, and an invitation will be sent to the DHH voc rehab counselor, Fran Knell, to discuss her work and how to replicate it.

Special Education Department has reserved and paid for a 6-ft. table under CAC's name for the IEP Day Conference on April 9th, 2016 being held at the Handlery Hotel. Maria Riedel and Maria Corral have already volunteered to man that table; Chair will forward their contact information.

Next month's meeting topic is undetermined at this time. Would you rather the Choice application process or Special Needs Trust (member recommended, if the Chair can arrange). General consensus was School Choice Options for the February meeting.

### **SPECIAL EDUCATION PROGRAMS REPORT:**

*Sonia Picos, Executive Director of Special Education; Dr. Lorelei Olsen, Director of Instruction*

- A lot of work is going into how best to serve the different and various groups of students; worked with the secondary office to work up documents for site administrators; secondary head counselors are working with site counselors so everyone has access to information.
- Principal's Institute- Learning Cycle 3 will focus on The Genius in Every Student, recognizing that we all learn differently regardless of ethnicity and gender, etc.
- February 9th: quarterly report to the board;
- Work with transition ad hoc;
- Extended School Year: High School- June 27; Elem/Middle- July 25-Aug19; working closely on site selection, etc.
- Summer School: highly recommend that if you have a student who needs/wants to retake a class that they take summer school instead of ESY- will not earn A-G credit in ESY;
- Data requested by the CAC regarding codes for suspension, expulsion, and attendance for SWD was not ready in time for tonight's meeting. Dr. Olsen will present this information at the February meeting.

### **Public Input:**

Parent Leadership Academy & Network for family, School and Community Engagement

Session 1: 1/23/2016

Session 2: 2/6/2016

8am-2:30 pm

Ballard Parent Center, Auditorium

Michelle motions to adjourn; Christy seconds.

**Adjourn 8:30pm**