

Cookies with Carrie

04/09/19

Session 1(2:00-3:00), *Session 2 (3:00-4:00)*, **Session 3**, Session 4

(4) indicates all four sessions

Begin 2:05, *began 3:10*, **began 4:10**, began 5:10

Cookies and water by door (4)

Sign-In (4)

Public Input Form (use to share) *referred to it as "forum"* (4)

Link to Powerpoint Presentation which Carrie Rea read in all 4 sessions. *Goal is to post powerpoint to Special Services website tomorrow.*

<https://drive.google.com/file/d/1PNd0IWRuI-IPufk7J-Mxni-6j1sRH1za/view> (4)

Purpose: reintroduce self, central office staff (my staff)

Share highlights beginning in August

Further research and information

Re-emphasized forum

Advertised Community Forum-May 2<sup>nd</sup>, 6-7p—no location given

National Equity Norms (read slide) (4)

District Belief Statements (read slide) (4)

Equity Framework (referred to information)

Celebration and Highlights (4)

Beliefs, Mission and Vision Development Timeline (read slide) (4)

**"From beliefs came mission."**

**"Vision is our dream."**

Our Beliefs (read slide with emphasis) (4)

Mission/Vision statement began in Sept. (4)

**IT TOOK ALL OF THIS TIME AND 5 FULL DAYS TO CREATE THESE TWO STATEMENTS/SENTENCES?**

"We don't know how we are going to get there"

Transformational Action Practice (read slide) and kept referring back to WE ARE HERE. (4)

CA Dashboard Data (assumed everyone familiar with Dashboard) (4)

Areas of Focus (read slide) (4)

Called suspension rate and absenteeism a celebration (4)

CDE/PIR (read slide) Timeline (read slide) Timeline (read slide) (4)

*Pointed out PIR specific to students with disabilities.*

**25 MINUTES OF SAYING ABSOLUTELY NOTHING—CONFIRMED WITH EACH ELBOW PARTNER**

## MANY ATTENDEES LOOKED CONFUSED.

Questions and/or Comments—

Where are we in this process? District Team is looking at data.

"We are in discussion, initial stages of root cause analysis-gathering data." -CR

How much support is going to be given to sites? It seems to me that there is not going to be any and the status quo continues of the Ivory Tower sending out directives to the sites without having any knowledge of each sites individual needs or the needs of the students. As a counselor in charge of master schedule this is frustrating. When is the Ivory Tower going to realize that we have to make up the deficit at the sites. When there is no support offered, how are students target going to be met. How does that help, when we have no support?

What is the plan? You state that the deadline is July 19 and we start school July 20. What is the plan of what we plan to do? How will teachers be trained? What supports will be offered?

"There is no training going in. We're not there yet—communication will follow. Please write down your question." -CR

What supports will be offered to school sites in preparation for participation in SBAC?

"Please write down your question. The Alternate Exam doesn't count. Data needs to grow. We can't figure out who takes test-mainstream/inclusion students who take alt. exam must meet certain criteria-only school psychologist trained to identify these students. With training (there is none) and Best Practices students should be taking SBAC." -CR

I need a plan, data, five year plan. We need training and knowledge.

Is district putting fundamentals students in gen. ed. classes? Science is at the bottom rung of receiving support and has no IAs to assist.

"It is site IEP team responsibility to be very, very careful with placement. There will always be a range of options a full continuum." -CR

It seems that district is arbitrary in number of students placed in gen ed. and not looking at specifics of students when placement made.

" IEP teams determine what is best for the student placement. We aren't going to follow the 'dump and wait' plan." -CR

What is intensive intervention? "SDCOE is support is our intervention, 2 county wide meetings. SDCOE is our guide. *Meeting with SDCOE rep. to take us through process to create a plan.*" -CR

Currently, there are many spec. ed. positions (teacher and support personnel) not filled. How is the district going to address what is best for students—what is the plan for having those positions filled at the beginning of the school year? These are positions that have been vacant since at least September, and vacancies created by SERP.

"There is a position control process. Some will have to rearrange at site level, supported by program manager." -CR

Is there a model program that can be observed?

"We plan on having two pilot schools for that purpose."

I'd like to piggy back on what my cohort mentioned with regard to vacancies. I am at East Hills academy and we have had vacancies since the beginning of the school year. We have to restrain students on a regular basis. Our 1/6<sup>th</sup> stipend was removed due to budget. Why would anyone work at our site, when they could make the same salary at another site and not have to deal with the physical restraint aspect at East Hills?

"Vacancies will go through the position control process and follow the time frame for Spec. Ed. positions." –CR

**What supports will be offered for mainstreaming fundamental students? Specifically in science, where traditionally there have been no support-we are bottom rung on priority of supports. There is a site where my colleagues have more than a few fundamental students in gen. ed. science and have no support and been offered no training.**

**I have 10 students in my class who were placed because there were too many students in the fundamentals class. So they took the highest level students and placed them in gen. ed. These students just sit in my class and do nothing. I feel bad for them. "And \_\_\_\_\_ do you have an IA?"-JW No. "Have you had any training for special ed.?"-JW My last training was when I was in college, I am afraid to say. These kids are in fundamentals read 180, they can't read the material and are failing. I want to help them, but they are there in my class because of numbers, not their needs.**

**"The site IEP team determines the placement of students."-CR**

**There are allocations for Special Ed that are set, not flexible.**

**There is a contract that has caps that is not flexible—it must be adhered to. So, the reality is that the site is just not allowed to open another class when the cap is reached.**

**I have been present at all 3 sessions now and if we are having a conversation, then you need to hear what we are saying and listen. We are telling you what is actually happening at sites and it is different than what you are saying. You are stating that students are not just numbers, but they are being treated as such. You and your staff walked through my site saw that there were 4 students, and 1 teacher in a mod/severe class and decided that the hygiene aid who retired did not need a replacement or sub. Now the teacher is doing hygiene-which is not in her description. My other colleague just told you that she receives no support for the fundamental students in her classroom. What I am hearing is that the district goal is to have these students take the regular SBAC. That is setting them up for failure, when no support is given. I have proctored the test and seen that those students who do take the test, just sit and stare into space.**

**"We need to be creative about scheduling at sites and share responsibilities so that when one person is on break, the other can be covered."-CR**

*What percentage of schools in CA are in red/yellow for students with disabilities?*

*"That's a good question. Write that down. I have seen the MTSS report draft in December. First it was supposed to be ready in February, then March, it was just given to superintendent last week."-CR*

*I teach at HTH learning center-I am seeing the results of social promotion. Students who are failing at HM, are socially promoted and they can't read. Social promotion is not working for these fundamentals students. They get placed in the learning center, and is not the best program for them because they don't have the self-discipline or motivation or support to complete the work on their own. I am just saying when looking at Least Restrictive Environment-it's not working.*

*Students who are credit deficient have no opportunity to go elsewhere to get their credits back. It's left to the site and there's no credit recovery. What is district going to do to support us>*

*"Could you write that down?"*

*Why are we sending students to separate schools? What are we doing to bring these students back? There are students who, due to behavior that is aggressive- should remain at East Hills*

*Is district meeting with CVESD? "Yes. It is an intentional process."*

*What about SBUSD? "Yes, I meet with all Spec.Ed Directors monthly."*

*Who are the members of the District Spec.Ed Team? (4)*

"I can make those names available."

*What is the timeline for implementation? Who are the teachers on the team? I'd like to be on team, so that I feel part of the solution and that I am not having things done to me.*

*"There's no plan. We are at conversation and development level. Too late for you to be a viable member of the team. The original team was already increased. "*

*District stakeholders are listed-team was not advertised. People in this room did not know about group. How is this in the spirit of transparency? There should be representatives on team.*

*--speaker was shut down by CRO*