



## **STUDENT SERVICES & SPECIAL EDUCATION COUNCIL**

**Friday, April 26, 2019**

**10:00 a.m. – 3:00 p.m.**

ACSA

1029 J Street, 3<sup>rd</sup> Floor Conference Room  
Sacramento, CA 95814

### **1. Welcome/Introductions**

President: John Porter

President-Elect: Jean Martin

Region 1: Kim Bryant

Region 3: Betty Jo Wessinger

Region 5: Anjanette Pelletier

Region 6: Felicia Stuckey-Smith

Region 10: Shar Ames

Region 13: Christine McDaniels

Region 14: Marian Chiara

Region 15: Julie Elliott-Braswell

Region 16: Marco Tolj

Region 18: Kurt Leptich

Region 19: Charity Plaxton-Hennings

ACSA Council Liaison: Margaret Arthofer

CASP Rep: Douglas Siembieda

CAPPA Rep: J. Stead

CDE Liaison: Kristin Wright/ Shiyloh Becerril

Charter Rep: Ginese Quann

SELPA Rep: Benay Loftis

### **2. Council Business**

#### **a. Review of February 12, 2018, Meeting Minutes**

Reviewed: By John Porter

Motion to Approve: Benay Loftis

Second: Kim Bryant

Yes: 18

No: 0

Abstain: 0

#### **b. Recognition of Outgoing Members**

Timothy Calkins

Suzan Turner, Ed.D.

Rose Dumond

Susan Coston

Tammy McKean  
Amanda Corridan  
Marian Chiara, E  
Kurt Leptich

**c. Review/revise Council Purpose**

**Student Services and Special Education Council Purpose Statement**

The Student Services and Special Education Council - The Student Services and Special Education Council supports administrators in the areas of special education, student services, and coordinated youth services by:

- Advocating best practices, policies, and legislation to ensure **high-quality positive student programs-outcomes.**
- Improving collaboration and communication between general education, student services, special education, and other support agencies and organizations.
- Facilitating the development and understanding of current trends and financial issues related to their impact on student programs and services.
- Planning and coordinating timely and meaningful professional development offerings for new and experienced school administrators.
- Assisting in ACSA membership recruitment.
- **Add a bullet to equity and inclusive practices: Championing equity and inclusive practices to ensure access for each student.**
- **Add a bullet regarding “Be an advisor to other ACSA Councils, Committees and ACSA Leadership.”**  
(Margaret will reviews ACSA By-laws to see if this is already addressed.)

**d. Council Dates 2019-20** (tentative)

- September 13 ~~or 20~~, 2019** (Sacramento)
- February 4, 2020** (Palm Desert)
- April 24, 2020** (Sacramento)

**3. Strategic Plan**

**a. Focus Groups**

Margaret provided a copy of the ACSA Strategic Framework to the Council

Margaret shared that there is additional need for professional development for Administrators (Principals, Assistant Principals, and Teachers on Special Assignment)

Membership Development and Support – What are areas that this Council can better support Administrators.

Margaret reviewed the issues and objectives that were created by workgroups.

Advocacy and Influence – Work on having all members work on the same goals.

Organizational Development and Sustainability – Work on aligning all Councils.

The Council broke into groups to provide input regarding:

### **Leadership Development A**

Received:

Academics (Special Education and Student Services)

Revisit?

Advanced Training

Carnegie Improvement Science Summit

Harvard Program on Negotiation

Strauss Institute from Alternative Dispute Resolution (ADR)

Trauma Responsive Practices - County Office of Education (COE)

Attorney Legal Training

Cross Discipline/Division Training

Administration Information – Line staff

Curriculum – Bus/Special Education

Special Education – Site Administrators

Every Child Counts (ECC) Symposium

Facilitated Individual Education Programs (IEP) – Key2 Ed

Outside Experts

Crisis

Safety

Trauma

Restorative Practices – County Office of Education

School Services Special Education Finance Workshop

Missed:

Alternative Dispute Resolution (ADR)/ Dispute/ Conflict Resolution

Budget Training/Legalities

Collegiality Network

Equity

Human Resources Training/ Evaluations/ FRISK

Impact of Site Level Obligations

Understanding the Role of the Site Level Administrator

Mental Health

Thriving in a High-Stress Job

Trauma Responsive Practices – as applied to adults

### **Professional Development - Content E**

Coaching: Accommodations/ Modifications/ SMART Goals

Collaborative/ Facilitated IEPs

Cost Possible?  
Differentiated Assistance  
    Dashboard  
    Performance Indicator Review (PIR)  
    Disproportionality  
    Data Informed Non-Compliance (DINC)  
    Chronic Absenteeism  
    Suspension  
Eligibility/Behavior/Social Emotional Learning (SEL)  
Equity Application  
    Cultural Humility  
    Culturally Responsive Practices  
Executive Administrator Functioning Skills  
    Acronyms  
    Advocates/Attorney  
    Budgets  
    Data  
    Discipline/ Other Means of Correction (OMC)  
    Ed Code  
    Expulsion Procedures  
Free Appropriate Public Education (FAPE)  
    What?  
    How?  
    504  
Inclusion - Students with Disabilities  
    Inclusive Practices  
    UDL  
Mental Health First Aid  
Needs Assessment  
    Academy Needs to (triangle) Content  
Nurses/ Healthcare/ Immunizations/ Medications/ Drugs/ Alcohol  
Self-Care  
Parent Engagement/Relationship Development  
Productive Professional Development  
    Engage Administrators  
    Follow through  
    Not "One and Done"  
Physical Access

## **Professional Development - Delivery H**

ACSA Academy  
    Would be good to break out topic days or advanced days in isolation  
Blend Theory with Practice  
Book Study/ Other Readings  
    Linked to Larger to Local Topics  
Flexible Formats/Schedule

Online/Phone/Web  
Archived for Later Review  
Zoom/Skype  
Google Classrooms/ Shared Google Folders  
Interactive Live Stream  
“Brady Bunch” (View all people on grid)  
Job Alike/ Interest Alike Groups  
Creating Training for Others  
Network for Information Sharing  
Material that can be adapted/adopted locally  
Model/Coach/Mentor  
Moodle Chats/Scenarios  
On-Demand/ Archived Webinars/Training  
One to One/Small Groups  
Online Training Series – Edx is great!  
Participant Discussion Groups  
Panel Discussions  
Integrate existing groups (i.e., PENT, CAPTAIN)  
Practitioner “Boots on the Ground”  
Need makeup sessions  
Professional Learning Community (PLC)  
Based on job-alike content  
Speaker Series

**b. 2019-20 SSSE Council Goals SSSE Committee**

The ACSA Strategic Framework was shared.

**4. CDE Update – Kristin Wright, Director Special Education**

**Kristin shared:**

Ravenswood Case – Defending use of data to select LEAs for monitoring. (PIR, DINC, Dispro, Sig Dis)

Policies and procedures in each monitoring area will be presented in the upcoming case.

Input will be provided by individuals working in the field (Advisory Commission on SpEd, State SELPA, SSSE Council, etc.)

**Shiyloh shared:**

Last year, an attempt was made to align timelines and activities with the Dashboard and LCAP timelines.

District of Residence (DOR) is responsible for Child Find, offer of FAPE, implementation of the IEP

District of SpEd Accountability is responsible for Disproportionality, PIR, and DINC

PIR is using Dashboard indicators for Comprehensive Reviews. Dashboard is using the reporting LEA, not the DOR. Accountability on the Dashboard is where the student goes to school.

This is common with County Office services. (i.e., county offices are in DA due to taking the most severe students). The question is how to align who is responsible for the student in a County Office Programs/ Regional Programs.

LEAs indicated that they did not have control of the County Office programs/services.

Proposed: District-level accountability – DOR will become responsible for the student in the areas of Child Find, FAPE, and Timelines when they attend County/Regional Programs. If the student is in “Special Education School” the student is already being reported by the DOR.

School-level accountability – County/Regional Programs will remain responsible for the delivery.

Council members felt this was a positive change.

Graduation:

How do students count in the graduation cohort? If a student is in a Dashboard Alternative School Status (DASS) program, it is a one-year graduation rate. If they are not part of a DASS, they are part of your 4-year cohort.

Alternative Diploma and/or Alternative Diploma is being considered in the State. This will help address the graduation rate concern.

Late IEPs:

Shiyloh asked – What can/should DINC look like?

Moving into CALPADS, we will have data available more often (monthly).

Suggested to look at alternative programs such as County Corrections Programs. How can we show that we are providing support to the students in County Corrections Programs?

Shiyloh is working with the SELPA Leads to address PIR and provide resources.

CDE will develop a series of recorded webinars on CALPADS reports for each vendor. The webinars will be available in July/August. The first snapshot will occur the first Wednesday in October. SELPA will shift from data submission and more toward to data quality. LEAs will shift to data submission.

CDE will move forward with full implementation of Sig Dis. next year. Twelve districts are in Sig Dis this year. It is anticipated that 120 districts will be in Sig Dis next year.

Kristin is working on aligning differentiated assistance supports to special education needs (PIR, DINC, etc.). SELPA Leads can be a strong voice in this area as well.

There has been a massive change at CDE. Kristin anticipates that things will take a little longer to send information out.

Kristin is asking for solutions to the concerns that were discussed. Please send solution ideas to Jean Martin.

## 5. Legislative Update

### a. State

### b. Federal

Adonai shared on budget updates. He believes there may be a budget cap. The budget should be finished by October. IDEA Part C Bill – next week the authors will be decided Mark Vesanai and Rep. Clark. This bill will update the appropriates for IDEA Part C. Adonai believes there is support for this bill.

May 6, 2019, there is a meeting with Early Start Educators and Congressional staff. They will be discussing funding. Representative Clark has been spearheading conversations on this.

## 6. Committee Reports

### a. Mental Wellness/Health Task Force

Meeting in May; Task Force is still broad in their focus. SAC City will share about the CASEL implementation. Elizabeth Estes, attorney, will speak on her experience and work on Mental Health. Dr. Michael Furlong will speak on Project Co-vitality. There are 25 bills on Mental Health.

### b. CAPP (Hand-out provided)

Jan provided a hand out that shared concerns for CAPP. She also shared critical issues CAPP is currently working on.

### c. Charter Schools Update

Several proposals in legislation:

AB 1505 – taking away the appeal process

AB 1506 Cap on the number of charter schools in January 2020

AB 1507 – disallow Charter Schools to go outside of their geographical area

AB 1508 – allow sponsors to disallow a Charter based on an instructional model

Most have moved through the education committee, now in appropriations.

May be on hold until the end of June.

CCEE is working on a Charter School Authorizers Tool Kit. This would provide resources for Charter Schools. Videos on PIR, DINC, and Dispro.

It was suggested that ACSA could support Charter Schools with Professional Development

### d. Pupil Personnel Task Force (Handout provided)

Handout provided is not for public view yet. The handout has the CTC Standards and Performance Expectations for the Pupil Personnel Services Credential Program. The credential is aligned with the Dashboard Indicators.

- e. **SELPA** (Handout provided)  
Benay shared the State SELPA Liaison Report. There is a great deal of collaboration going on with the California Department of Education. State SELPA is in support of 6 bills. State SELPA Leg day is Wednesday, May 1, 2019.
- f. **CA Association of School Psychologists (CASP)**  
Annual Convention is on October 24 – 26 in Long Beach. Integrating Systems of Support.  
Legislation: AB 1651 allowing licensed educational psychologist to provide school-based supervision to Marriage Family Clinical Counselors or professional Clinical Counselors.
- g. **CASE** (Handout provided)  
Shaen shared a letter that was provided to the Assistant Secretary of the United States Department of Education Office of Special Education and Rehabilitative Services regarding disproportionality. Proposed solutions were provided: Calculation Methodology for Identification of Disproportionality Risk Ratio; Technical Assistance/Guidance; and Coordinated Early Intervening Services (CEIS) Funds.  
Two questions posed:
  - 1) What is your biggest challenge in your SELPAs/LEAs to addressing disproportionality?
  - 2) What recommendations to you have for the committee?

## 7. **ECC Symposium Update**

- a. Review  
Date: February 5, 2019 – February 7, 2019  
Location: J.W. Marriott Palm Desert  
Title: Transforming Schools Into An Oasis of Hope
- b. Planning Committee Update  
A pre-conference opportunity will be provided.  
Keynotes:  
Wednesday: Dr. Derek Greenfield  
Thursday: Nadine Burke Harris and/or Pedro Noguera  
Friday: Sylvia Mendez and Jasmin Chhabira  
  
Focus:  
Equity  
Resiliency  
Social Emotional Learning  
Trauma  
Dashboard Indicators  
Mindfulness  
Leadership  
  
Leads:  
VIP Hostess: Ginesse Quann and Charity Plaxton-Hennings  
Registration: Kurt Leptich and Eli Gallup  
Raffles: Felicia Stuckey-Smith



Room Monitors: Jean Martin  
Interpreters: ACSA Staff  
Program: Danelle Bowron  
Exhibit Hall: Anjanette Pelletier and Eli Gallup  
Communication: Rebecca Berg

**8. Hot Topics**

Next Agenda Item:

Rockland – 3 Days Mental Health First Aid – Trainer of Trainers (2021)

Professional Development for Management of People – Dr. Benay Bencourt suggested;

Difficult Conversations

**9. Adjourn**

**Next Meeting: September 13, 2019**

**ACSA Sacramento Office**

**10:00 a.m. – 3:00 p.m.**