

The San Francisco Unified School District

CAC

**COMMUNITY ADVISORY
C O M M I T T E E
FOR SPECIAL EDUCATION**



2017 REPORT TO SFUSD BOARD OF EDUCATION

What is the CAC?

2

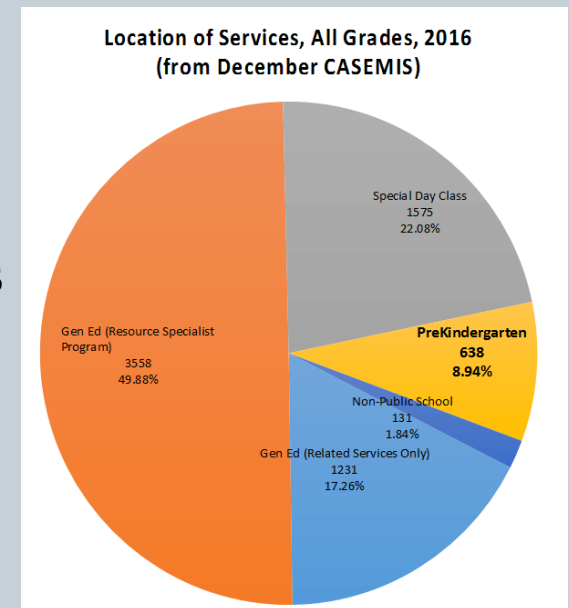
The State Education Code mandates that each Special Education Local Plan Area (SELPA) must have a Community Advisory Committee (CAC).

The purpose of the CAC is to advocate for effective Special Education programs and services, and advise the Board of Education on priorities in the SELPA.

A majority of members must be parents.

CAC Guiding Principles

- 75% of K-12 public school students with IEPs are served in the General Education setting
- Parents and students are an integral part of each and every IEP Team
- The “I” in IEP stands for Individual



2016-2017 Achievements

3

- ***Continued Focus on Increasing Outreach:***
Enrollment Fair, Support for Families' IRC, EdRev, SFUSD Parent Advisory Committees (PAC, BCC, AAPAC), Parents Educational Network, Parent Groups such as Sensory Integration Awareness Group (SIKidSF)
- ***Continued District-Level Committee Participation:***
Inclusive Schools Week, Coordinated Early Intervening Services, Alternative Dispute Resolution, LCAP, Intensive Individualized Supports

2016-2017 Achievements

4

Increased Advocacy and Lobbying at the Regional and State Level

- Legislative Day for SELPAs
- State Community Advisory Commission
- California Department of Finance (Ed. subcommittee)
- Decode Dyslexia
- State Legislator meetings
- Postcard writing campaigns



California Bills to Watch: AB312 (preschool funding increase), Teacher Shortage Bills (AB169, AB234), Translation Services (SB354), California State Budget

2016-2017 Achievements

5

Hosted AWE (Advocates Worthy of Excellence) Awards

Recipients:

- Aafiya Shaikh, Junkang Zhang & Owen Collins
- Meagan Scharetg
- Cara Cuper
- Katie Hunter
- Ann Caimi
- Nicole Wentz, Leroy Hawkins & Saron Ayala



2016-2017 Achievements

6

Inclusive Schools Week Celebration

- Celebrated by all cohorts with backing of LEAD
- ISW Poster Art Contest for high school students
- District leadership attended and spoke at Kickoff

ISW 2017-2018 Recommendations

- Open art contest to all grades
- Develop inclusive criteria for kickoff location selection
- Special Education student voices should be included in planning



Meeting Topics

7

Month	2016-17 Topic	Month	2017-18 Topic
8/25	Staffing and Professional Development	8/24	Advocacy beyond SFUSD
9/22	Protocol for Intensive Individual Services	9/28	Transition for College Bounds Students
10/27	SF BOE Candidates	10/26	Teaching Students Self Advocacy
11/17	SF Education Labor Unions	11/16	Safety Awareness and Bullying
1/26	Alternative Dispute Resolutions	1/25	Math Interventions, Reading Updates
2/23	Translation Services	2/22	Writing a Strong IEP
3/23	Reading Programs and Assistive Technology	3/22	Demystifying Executive Function
4/27	Implicit Bias and SPED	4/26	AWE Awards
5/25	AWE awards	5/24	Special Ed Budget and Service Plan
6/22	Budget and Services for SPED	6/28	Autism Awareness and Support

2016-2017 Areas of Focus

8

- Monitoring of Staffing Levels and Vacancies at all School Sites

Human Resources has reduced the vacancies for the same time last year.

- Monitoring of Special Education Department's implementation of new protocols for provision of FAPE and fidelity

IIS protocol was introduced in 2016-2017.

- Common planning at all schools

CAC has collaborated with teachers union on changes to contract language.

- Broadening of Implicit bias considerations to include students with IEPs

Dr. Ammar Saheli spoke to CAC member about this topic in March. He continues to work with the district on implicit bias training.

2016-2017 Areas of Focus

9

- Improved access to AT/AAC services and support

ATIC continues to provide trainings to all educators in the district.

- Development of Tier 3 interventions for Dysgraphia and other writing disabilities for Inclusion and Special Day Class placements

The district is prioritizing reading interventions at this time.

- Implementation of evidence-based Tier 3 reading interventions for Inclusion and Special Day class

Partnership with Stanford to develop intervention plan based on research.

- Faster Turnaround for Translation Services

Translation timeline has decreased overall.

Areas of Focus for 2017-2018

10

Establish Effective Reading Interventions

- Ensure all students read at grade level by sixth grade
- Implement additional interventions at higher grade levels for students who continue to be behind

Training for Inclusive Practices

- Provide appropriate resources and training to ALL teachers and staff members
- “All students are General Education students first”
- Provide social skills training, including peer supports

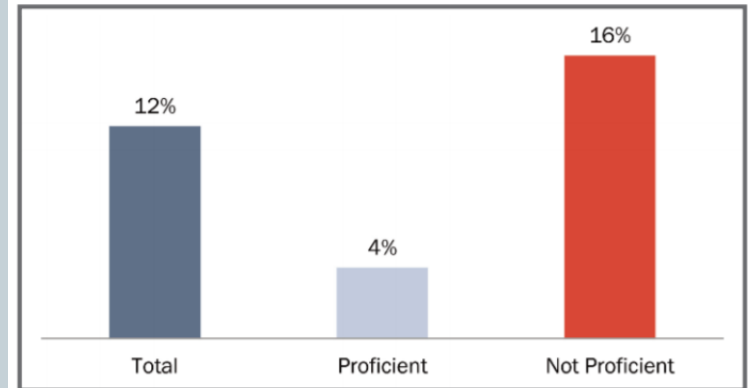
Areas of Focus: Reading Interventions

11

AB1369: implement “no later than the beginning of the 2017-18 school year”

- Requires state board to include “phonological processing” in the definition of specific learning disability (SLD)
- “Evidence-based, multisensory, direct, explicit, structured, and sequential approach to instructing pupils who have dyslexia”
- “Assist regular education teachers, special education teachers, and parents”
- Research for literacy and reading interventions are primarily focused on intervention in elementary and preschool aged children
- Reading proficiency, more than socioeconomic status, is a strong indicator of graduation rates

Figure 1a: Children Not Graduating from High School by Age 19



Swanson, H.L. (1999) Reading Research for Students with LD: A Meta-Analysis of Intervention Outcome
Balfanz, R (2012) Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation

Areas of Focus: Inclusion

12

Inclusive Practices

- Inclusion means all students with IEPs are fully accepted members of their school community along with their non-disabled peers whenever appropriate (LRE)
- Teacher Training: “teacher education has an important role to play in ensuring that classroom teachers are better prepared for the challenges of teaching diverse groups of students”

Social Skills Instruction

- Social skills must be explicitly taught just like any skill, such as reading.
- Once students begin to value peer attention, peers are better suited to teach social skills.
- Explicit training should be given to educators to implement such programs and methods.

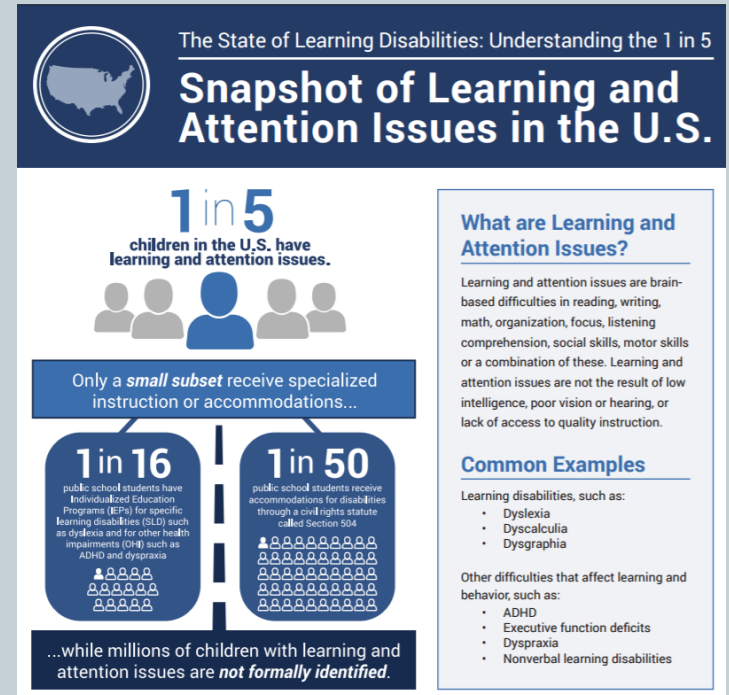
Blanton, L (2011) Preparing General Education Teachers to Improve Outcomes for Students with Disabilities

Bierman & Furman (1984) Child Development The Effects of Social Skills Training and Peer Involvement on the Social Adjustment of Preadolescents

Shared Ownership and Accountability

13

- All stakeholders are strongly encouraged to read the National Center for Learning Disabilities' "Understanding the 1 in 5"
http://www.nclld.org/wp-content/uploads/2017/03/Executive-Summary.Fin_03142017.pdf
- The findings within "An Audit of Programs and Services for Students with Disabilities" prepared by the Urban Collaborative continue to be important
<http://www.sfusd.edu/en/assets/sfusd-staff/programs/files/special-education/special-education-audit-report.pdf>



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THANK YOU FOR YOUR TIME

*We look forward to presenting
again in the 2017-2018 school year*