

SMMUSD ~ June 4, 2018 Year-end SEDAC Report

Introduction

SEDAC meetings are held every second Tuesday of the month at 7pm at the District Board Room. These monthly meetings are open to all members of the community. The Special Education District Advisory Committee (SEDAC) in the 2017-18 school year collaborated with our District in an effort to make real, positive changes for our special education students.

Our Charges

For the 2017-18 school year, SEDAC has 4 charges related to improving communication, community building, transition plans and social/ emotional justice. In addition to these charges, we continue to build our knowledge base to better understand our District's Special Education Services, key challenges and new areas of progress.

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| Charge 1: Community | SEDAC will support the development of an effective special needs parental community to assist parents in familiarizing themselves with District supports, parent networking opportunities, parent education sessions and Community resources. |
| Charge 2: Communications | The District and SEDAC will develop a plan to communicate to parents about resources and programming that is available. |
| Charge 3: Transition Plans | A SEDAC task force will update the Parent to Parent Transition Plan Guidelines document that includes supports and guidance for high school students including eighth grade transitioning students. |
| Charge 4: Social Emotional Justice | Continue to build upon the work done in the area of social emotional justice, focusing on inclusion and empathy. |

| CHARGE | PROGRESS/ UPDATE | NEXT YEAR COMMENTS/ POTENTIAL PRIORITIES |
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| Charge 1: Community | During the past year, SMMUSD special education department increased community presentations on a range of topics including Tips and Tools for IEP meetings, Using Assistive Technology and Behavior Intervention. SEDAC provided feedback to SMMUSD staff throughout the year as they identified topics of interest. <i>In addition, SEDAC parents continued to provide ongoing feedback about challenges in accessing resources online and key information gaps</i> | SEDAC will continue to provide needed parent feedback/input about information gaps, SMMUSD resources and programs. Parents will also provide input about gaps in programming and services to this population. Much of this feedback is provided during monthly SEDAC meetings. |

| CHARGE | PROGRESS/ UPDATE | NEXT YEAR COMMENTS/ POTENTIAL PRIORITIES |
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| <p>Charge 2: Communications</p> | <p>This year a Special Education newsletter was distributed on a monthly basis via e-mail to parents who are identified on the district system. Feedback was provided and the chair of SEDAC provided content on a monthly basis.</p> <p>A parent resource network (PRN) was established by the district back in 2016 to facilitate the distribution of information/provide support at the school site level. SEDAC has worked in collaboration with PRN and Special Education Director to build PRN representation at each site level. Several SEDAC members also serve as PRN members and this has improved planning. <i>SEDAC parents believe there are additional areas for collaboration and building efficiencies with PRN</i></p> <p>With support from PTA Council, we now have Special Ed parent representation at PTA council (non-exec board position). This is an ongoing effort to improve top down communication related to Special Ed across sites</p> | <ol style="list-style-type: none"> 1. Support the District in continuing to provide outreach to ensure all eligible parents are receiving monthly newsletters. 2. Support the District in efforts identify a PRN parent representative from each school site. 3. Provide feedback to increase attendance, utilization of PRN as a parent resources. Seek ways to increase attendance (e.g., adjusting meeting times, creating a new format etc.). 4. Continue Special Education knowledge sharing and outreach at PTA council to increase awareness of special education programming, initiatives and issues. 5. Coordinate representatives from the Ddistrict, PRN or SEDAC to attend back to school night at all sites to raise awareness of districtwide resources/programming. 6. Review district website re: special needs to identify areas of improvement. |
| <p>Charge 3: Transition Plans</p> | <p>Completed update to Parent to Parent Transition Plan Guidelines for graduating high school students. Updated document will be published on SMMUSD website in English and Spanish.</p> <p>Began gathering information for (1) the middle to high school and (2) elementary to middle school transition guidelines.</p> <p>Began gathering documents for the online special needs parent resource center.</p> | <ol style="list-style-type: none"> 1. Develop middle to high school transition guide, including diploma and certificate of completion track information. (2018-19) 2. Develop elementary to middle school transition guide, including diploma and certificate of completion track information. (2018-19) 3. Create an online parent resource center as a repository of information for special needs parents about District programs. (2018-19) |

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| | <p>Discuss middle to high school transition with District over the summer.</p> | <p>4. Develop Kindergarten to First Grade transition guide. (2019-20)</p> <p>5. Develop age 3-Kindergarten transition guide. (2019-20)</p> <p>6. Annual review of Parent to Parent Transition Guide for updates. (On-going)</p> |
| <p>Charge 4: Social Emotional Justice</p> | <p>Met with Tara Brown on Olweus with SEDAC and PRN reps to better understand how Olweus is implemented across school sites and how the progress of implementation is tracked from the district level and down.</p> <p>Conducted surveys (through Barry) with relevant people at each school site to determine what type of social/ emotional programs are implemented at each site, and what has been most successful so that we can help provide a universal, turn key solutions (best practices) across all schools. Most importantly, have gained an understanding of where and when school sites are most open to implementing their social/emotional curriculum. Seven school sites have been surveyed.</p> <p>Met with Laurie Ramirez (UCLA Lab School) on Cool Tools (Lab School Curriculum) to understand the key points/criteria/structure in implementing a successful social/emotional curriculum at school sites in general. (Cool Tools is implemented outside of Lab School at schools throughout the world.)</p> | <p>To be done end of year this year, and also followed-up for next year...</p> <ol style="list-style-type: none"> 1. Compile a concise report to share findings with SEDAC and if approved share findings with Dr. Mora as she builds the new social justice program for SMMUSD. 2. Potentially include SEDAC suggestions so inclusion and empathy also covers the special needs community at SMMUSD 3. Consider setting up meeting with Dr. Mora and Laurie Ramirez to share generalized best practices in implementing a social emotional program 4. Discuss with District to understand any interim plan for school sites until new Social Justice Framework is implemented to fill the gap of 1-2 years. |

Additional Suggestions and Comments

Additional Recommendations for Special Education Department:

- Plan and communicate Parent Education/ Speaker Series at the beginning of each calendar year to improve attendance at these valuable events (Consider polling families to understand most relevant areas and topics for our parent community)
- Community Building: Consider developing social website that is overseen by Special Ed representative to improve direct 2-way communication with our community
- Consider special ed department playing a larger role in developing/ collaborating with SEDAC on select parent transition handbook updates
- Continue to build out partnerships (e.g. Library) with local community on planning community events

Our final SEDAC meeting will focus on priorities for next year and how SEDAC can be provide relevant, high impact perspectives to effect change and important improvements.