San José Unified School District
Voluntary Integration Plan/Standing Advisory Committee (VIP)
October 28, 2019
6:00 p.m.-8:00 p.m.

MINUTES

Members present:

Parent members: Virginia Escobedo, Mireya Magaña, Jenny Monsivais, Cirila Sánchez, and Vish Shetty.

District members and Board members: Christina Castro, José Magaña, Verónica Lara, Shannon McGee, and Tina VanLaarhoven.

District guests: Nancy Albarrán, Mary Anne Pereira, and Seth Reddy.

Guests-Community: No community guests present.

Members absent:

Parent members absent: Rocío Flores, Muzit Mintesnot, and Yessica Yescas.

District members absent: Teresa Castellanos, Jodi Lax, and Deepa Mukherjee.

Quorum: Yes. The committee consists of 14 voting members. Eight (8) members constitute a quorum. There is a quorum when 50% plus 1 member are present.

Interpretation services: María De Melo and Rosalba González.

Minute taker: Déborah González de Robles.

I. Call to Order/Process for Interpretation:

Meeting was called to order at 6:02 p.m. by Co-Chair Shannon McGee. Shannon McGee welcomed everyone to the second meeting of the year and reminded them to feel free to get some snacks.

II. Public Comments:

There were no public comments.

III. Review of Meeting Norms and Meeting Materials:

a. The meeting materials were reviewed as well as the dates on the meeting calendar. The topics on today’s agenda are going over the Voluntary Integration Plan components that were talked about last session. For the first component, one of the Directors, Seth Reddy and one of the managers, Mary Anne Pereira- from Special Ed- are here tonight. Mrs. McGee also introduced two of our Principals joining us from the center part of our District: Tina VanLaarhoven from Willow Glen High School, and Christina Castro from Muwekma Ohlone Middle School.

IV. Approval of Agenda:

No corrections for the agenda. Vish Shetty made a motion to approve the agenda, Christina Castro seconded it.

V. Approval of the Minutes:

Both minutes from May 6th and September 16th were approved. Verónica Lara made a motion to approve the minutes for both meetings, and Virginia Escobedo seconded it.
VI. Old Business:
a. They review the topics for the VIP 2019-2020: Parent Training and Involvement: Verónica Lara presented from Family Engagement Office. We do have Special Education on the agenda tonight, Shannon McGee added: “This is a much deeper focus going into those early years, and I think the connection with parents, how parents gain that information and how parents have access is one of the pieces that we also talked about. We talked about Student Achievement in the broad scope of the District. Student discipline came up and we talked a lot afterwards around the restorative practices and what schools are doing with discipline, so there is a clear understanding looking at the numbers, and then to understand what support structures we have in place. And we always review our LCAP. We usually start in April, and that rolls over into May. Last year Seth Reddy was in the room leading that. Parent Training and Involvement, Special Education, Student Achievement, and Student Discipline may be the topics that we are looking at”.

Question of the evening:  
*If you could be an expert in one thing tomorrow, what would that thing be?*  
Everybody shared with people on their table and then with the whole group. Shannon pointed out that she love the question section. That is an exciting part and hopefully, we take away something and learn something about each other, and that is the reason why we ask questions; to build a sense of community. So with that, we are going to transition into two fantastic folks here with Special Education, which is an important component.

VII. New Business: 
a. Components of the Voluntary Integration Plan: They were reviewed previously under ‘Old Business’.

b. Special Education Presentation:  
Seth Reddy thanked everybody for having them there: “We are excited to talked to you about Special Ed. We titled it ‘The Early Years’, but we are going to talk primarily about Special Education for students ages three to five -what we typically call preschool. Our mission is to prepare today’s students to be the thinkers, leaders, and creators of tomorrow. Here in our district we can do that in two ways. You probably know that education, pre-six years old in California is not compulsory. We still offer two types of programs here in San José Unified: one is what we call our state preschools, which are general education as well, that are available to students, depending on where they live, it’s called the qualifications; so are not available to everyone. And then we in Special Education also offer a set of special education services to students ages three through five. That is open to any student who qualifies and we are going to talk about that process today. I just wanted to give you a little bit of background on that. So, as everything in Special Education, what happens is governed by one landmark piece of legislation: the Individuals with Disabilities Education Act, IDEA. Many of you probably know, before 1975, students with disabilities had no rights in terms of access to education. And some of the phenomenal things that happened with the civil rights movement, in addition to all the great things as well, is that the Education for Handicapped Children Act was passed in 1975, reauthorized in 1997 and renamed as the IDEA. This really lays out all the rules and guidelines that we follow in terms of servicing students with special needs. One of the things that IDEA does is splits special education services in two parts, roughly; Part C and Part D. So Part C of IDEA, govern services to students age 0-3 years old. As a public school district, we are not “responsible” for those students. The SELPA and the County administer programs through San Andreas Regional Center. So, students who live in our boundaries, ages 0-3, perceived services through San Andreas Regional Center.”  
Mary Anne Pereira added: “The services for that age group are in their home: physical therapy, speech therapy, services for the deaf and hard of hearing, sign language, all of that is in their home”.

Seth continued: “When students start to approach three years old, we work closely with the folks of SARC (San Andreas Regional Center) transitioning them over to the school district where we serve all students ages 3-22. Not all students come from SARC, and we will talk about that, but generally, if they are receiving
services, they’re already been in contact with the school district, and we go to through a process with them and start providing the services once they turn three years old.

Just to give you a little bit of background, when students are ages 0-3 they are on what’s called an Individualized Family Service Plan. So as Mary Anne explained, this involves services delivered in the home set. That is a big change when parents transition to the school district where we don’t provide the services and now they call that an Individualized Family Service Plan (IFSP). Then they transition over to us once they turned three, or maybe they just come to us after they’ve turned three and they haven’t been through the IFSP process, and that’s where -if they are found eligible for special education services, they’ll be provided with individualized education, which is services delivered in the school setting.

Who do we serve in terms of early education? Students, anyone living within the SJUSD boundaries, whose ages range from approaching three to five years, 11 months; and they are not enrolled in another public school. Obviously we go beyond the 5 years 11 months, which is talking about our preschool programs that the students deserve.

We are going to talk a little bit about the evaluation process when students come to us, either from SARC or from their own, but we have a variety of folks that serve our students ages three to five, who are receiving special education services. We have our programs specialists who coordinate our preschool services, both in terms of assessing students but also once they’re in a special education setting for preschool. We have our school psychologists who are a key part of our assessment team, and they administer phsyco-educational or cognitive assessments that determine a student’s eligibility. Speech language pathologists who also conduct assessments of students who might have speech and language needs. And then also once they’re in preschool, serve them in the school setting. Occupational therapists, same thing as speech language pathologists, just serving a different need. School nurses for health. Obviously, our teachers are a big part of our process, both in terms of assessing students by administering academic assessments to them, and also teaching them once they’re in our programs. And then obviously the parent or guardian plays a key role in the process.”

“Some of our students come to us, that may just have speech human difficulties, meaning you can’t understand them very well for language, that means trying to produce a sentence. However, we get some referrals and requests for more than just the language piece. And that’s where all the other people come into play”, Mary Anne Pereira added.

Seth Reddy continued: “Sometimes, referrals come from physicians encouraging parents to talk to the district about what might be available based on what they’re seeing in the medical setting for the students. Existing teachers, this could be teachers at a daycare setting, teachers at a private preschool, teachers who happen to be working with the student in some capacity, could notice something about the student and refer them to us. And then social workers, family services – we have students that come through that process as well.

Additionally, the SELPA, which is an organization of all the districts in Santa Clara County, that works on special education, they do a lot of advertising to fulfill our obligations under what is called Child Five. So, under IDEA, we as a district, are responsible for identifying students who may have disabilities. And one of the things we have to do is advertise to parents the services that are available.

There are 13 categories of which students can qualify for special education services:
Autism; blindness; deafness; emotional disturbance; hearing impairment; intellectual disability; multiple disabilities; orthopedic impairment; other health impairment; specific learning disability; speech or language impairment; traumatic brain injury; visual impairment.

We have kids with that have specific learning disabilities, visually impaired, and hearing impaired. All three are important to learn, so we want to make sure all those services, -that we would be able to address those needs-, are present for that child.

Mary Anne Pereira added: “When a parent comes and gives us a written request to be assessed because they are concerned. The team looks at it, they put a team together, they do the assessment. Once the assessment is shared with the team, we look at what the needs are. We look at eligibility. We have meetings, and then comes: How are we going to work with those needs? What do we need to do? We have to come up with goals. Once you have the goals, you look at the services and the program. It goes in that order: eligibility, needs,
goals, programming services, and then how you are going to make it work, so this is the evaluation process. One thing to remember is that you have to have an assessment to get into Special Education.”

Free and appropriate public education: Present levels, including parent input, leads to a determination of eligibility. Present levels also inform the team to define all areas of need. Goals are developed to address EVERY area of need and services are given by the district to meet those goals.

“Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education...” -Individual with Disabilities Act.

Examples of Related Services
- Specialized Academic Instruction
- Speech and Language Services
- Occupational Therapy
- Adaptive Physical Education
- Educationally Related Mental Health Services
- Deaf Hard of Hearing Services
- Many, many more!

Schools with SDC Pre-school Programs
- Almaden (AUT + Inclusion program)
- Galarza (NC + Mod/Severe)
- Gardner (AUT)
- Hacienda (NC)
- Los Alamitos (NC)
- Lowell (AUT)
- Terrell (AUT) Really high needs

Special Education Services
281 Preschool students receiving special education services end of 2018-19 school year.

Questions? There were no questions.

**VIII. Announcements**
Next Meeting: February 3, 2020  6:00-8:00pm

**IX. Closure**
Jenny Monsivais made a motion to adjourn the meeting and Mireya Magaña seconded it. All were in favor and the meeting adjourned at 7:05pm.

*Minutes respectfully submitted by Déborah González de Robles.*