

### SPECIAL EDUCATION COMMUNITY ADVISORY COMMITTEE February 26, 2025

### **Community Advisory Committee**

### **Meeting Minutes**

February 26,2025

### A. Call to Order

Ryan Digman, CAC chairperson, called the meeting to order at 6:02 p.m.

### B. Member Roll Call

Members present: Ryan Digman, David Martasian, Kimber Rice, Luc Taylor, Sean Owens, Nicole Harrigan, David Burbridge, Daniel Hicks, Heather Taylor

Members absent: Kasey Crooks, Kaylin Boyce, Lisa Sotelo, Emily Getz, Makenzie Guye, Lacey Martinez

No quorum met.

Staff members present: Rebecca Foster, Sandra Butorac, Amy Slavensky, Eric Anderson, Ali Lerch

Board members present: Ben Avey, Nick Bloise.

### C. Board Remarks

Mr. Avey shared there has been a lot of participation in the cell phone policy thought exchange. Mr. Avey shared at the next board meeting there will be a presentation on the facilities master plan. Mr. Bloise shared about a new inclusive park opening by Greer named Empowerment Park.

### D. Visitor Comments

None

### E. Graduation requirements

Rebecca Foster gave a presentation about graduation pathways for students. The special education team has worked in partnership with multiple partners within the district to determine which course of study is needed for students to access one of the three diploma pathways.

Presentation is located at the end of this document.

### Member Discussion:

Nicole Harrigan asked for clarification on the state minimum. Rebecca shared

Ryan Digman asked if a student does not pass IM 1 they will not graduate. Amy shared that, based on evidence and research, the state of California and other states have shifted to an integrated approach, teaching algebra and geometry concepts simultaneously during freshman year in IM 1.

David Burbridge shared there are options for students to receive credit/no credit for classes to

(A) = Action Item (D) = Discussion Item (R) = Report



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meet standards.

Ryan Digman asked for clarification on what the district of choice looks like? Amy emphasized the importance of our district aligning with state standards, encouraging teachers to adopt and teach them, and ensuring that every student has access to those standards.

Kimber Rice noted that teaching the essential standards is not consistent across all sites. The committee is asking whether every site is required to implement them, what is needed to make this the standard district-wide, and if additional education is necessary to explore what's possible.

Heather Taylor shared her experience with her high school student, highlighting challenges in accessing accommodations or having them properly met. She also inquired about who determines the track each student follows and what factors influence their placement in a particular pathway. Rebecca Foster shared this is an IEP teams' discussion.

Sean Owens asked about the students who don't qualify for the CAA and expressed concern for students who are resource students who don't qualify.

Ryan Digman suggested that having the same program specialists for feeder schools would help maintain continuity for parents and students.

**Public Comment:** 

None.

### F. Rebecca Foster, SPED Director 2; Sandra Butorac, SPED Director 1

### 1. SELPA Update and Announcements

Rebecca Foster provided an update on the Education Benefit Review Planning Team, which consists of various focus groups dedicated to ensuring compliance with the legal standards for calculating IEPs. She also shared that the Special Education department is currently working on articulation, enrollment, and expanding student access to general education seats. Additionally, the team is organizing class lists and caseloads at school sites to align with MOU staffing and class size standards.

Sandra Butorac shared that she has met with the communications team regarding the possibility of streaming CAC meetings, but streaming is not currently available. She also mentioned that she is exploring ways to improve the output of information from CAC meetings to families more quickly.

### 2. Upcoming SPED Family Engagement Opportunities

- March 26, 2025 CAC Meeting will share presentation on dyslexia reading screener
- March 20, 2025 Understanding Special Education and Your IEP at Arden Middle School
- April 3, 2025 Film Screening: The Ride Ahead by Dan Habib "Opportunity,



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Independence and other Disabled Things" at San Juan Unified District Office

Public Comment (regarding this agenda item):

Tina Cooper noted the importance of receiving timely feedback, suggesting that sharing meeting highlights afterward or the following day would give parents a chance to provide input.

### Member Discussion:

Ryan Digman emphasized the importance of community participation in these meetings, as it has provided parents with a stronger voice and greater opportunities to stay informed about developments within the district.

Daniel Hicks suggested that it could be beneficial to invite high school students in media classes to participate in filming, providing them with valuable hands-on experience.

David Martasian highlighted that community accessibility and Wi-Fi access have expanded, emphasizing the need to explore the possibility of streaming.

### G. Committee Business

- 1. Approval of Minutes Jan 22 2025 (A) Ryan Digman Postponed until March 26, 2025 meeting.
- 2. Subcommittee Report: You Light the Way (R)

Ryan Digman reported that the subcommittee met and selected six recipients from a pool of outstanding nominations. He also shared that the recipients will be interviewed for the video in the coming weeks. The award ceremony will be taking place on April 2, 2025 at San Juan Hugh School

- 3. Subcommittee Report: IEP Workgroup ® Heather Taylor shared the subcommittee met again and captured notes in preparation to present back to the committee and the board.
- 4. Subcommittee Report: Community Outreach (R) No report to date.
- 5. Subcommittee Report: Legislative Sharing Day (R) Kimber Rice shared that they are closely monitoring developments with Medicaid and funding. The committee is working on determining who will attend the morning session of Leg Sharing Day. She emphasized the importance of gathering and sharing stories to highlight the impact of these issues on families. Ms. Rice also stressed the significance of amplifying student voices.

Public Comment (regarding this agenda item): None. Member Discussion: None.

### H. Events of Interest

UCP of Sacramento and Northern California: Programs & Services – UCP



### SPECIAL EDUCATION COMMUNITY ADVISORY COMMITTEE February 26, 2025

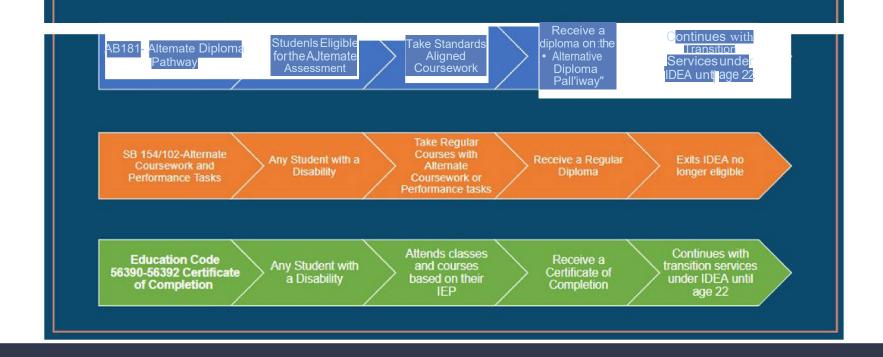
Unified Sports O Rama for secondary students - Friday, May 23, 2025 at Del Campo High School Playmakers Inclusive Basketball - 10-12p every Saturday, February 22 - April 19, 2025

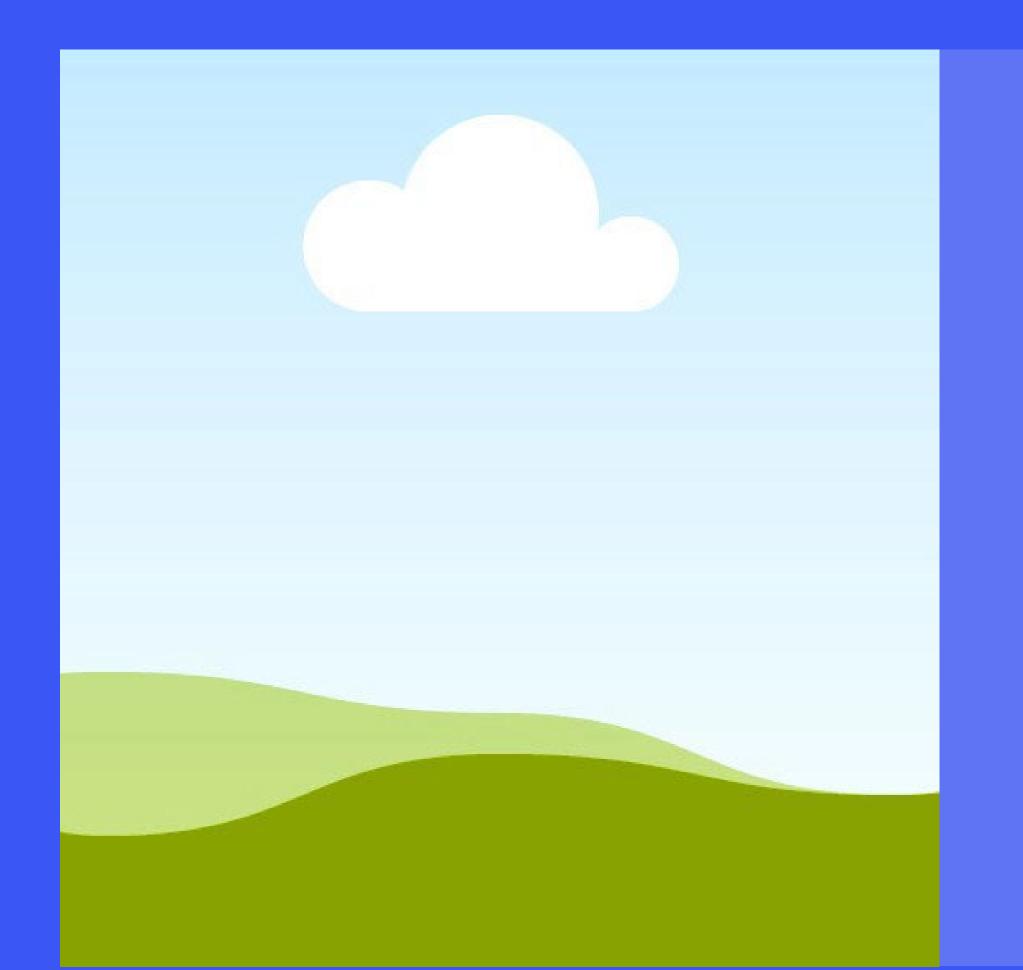
I. Future Agenda Items
Sub committee for end of the year BBQ
Continuum of services
Dyslexia reading screener

### J. Adjournment

With there being no further business, this meeting was adjourned at 7:48 p.m.

### Diploma Pathways





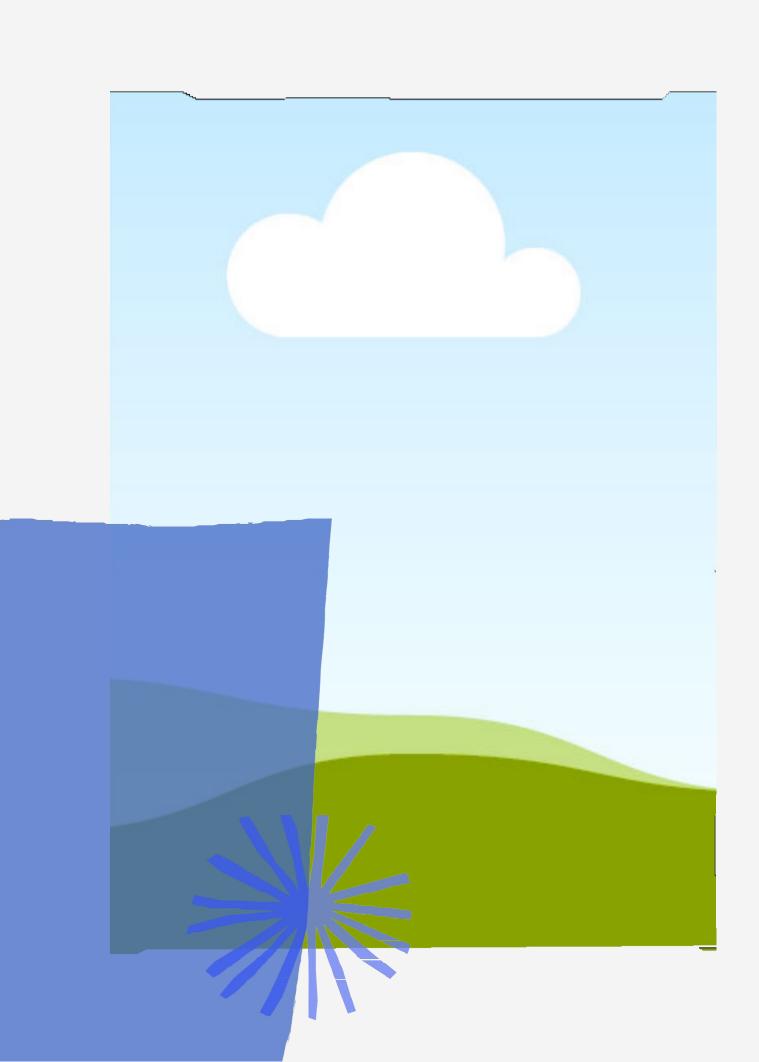
The 130 Rule: High School Alternative Diploma Pathway for qualifying students with an active IEP

### What is the 130 rule?

To be eligible to earn a diploma under this rule,

- 1. Must be eligible to take the California Alternate Assessment (CAA) in 11th grade.
- 2. Must meet the CA State Minimum graduation requirements





# What is the 130 rule requirement?

The 130 Rule is one exception of several pathways to a high school diploma that are outlined in the California Education Code 51225.1.

Foster Youth - AB 167/216

MKV - AB 1806

Former Juvenile Court School Pupils - AB 2306

Migrant Youth/Newcomer - AB 2121

Special Education - SB 181

## Diploma Pathways

AB181- Alternate Diploma Pathway Students Eligible for the Alternate Assessment Take Standards Aligned Coursework Receive a diploma on the 'Alternative Diploma Pathway'

Continues with Transition Services under IDEA until age 22

SB 154/102-Alternate Coursework and Performance Tasks

Any Student with a Disability Take Regular
Courses with
Alternate
Coursework or
Performance tasks

Receive a Regular Diploma Exits IDEA no longer eligible

Education Code 56390-56392 Certificate of Completion

Any Student with a Disability Attends classes and courses based on their IEP

Receive a Certificate of Completion Continues with transition services under IDEA until age 22

# Courses that must be completed while in grade nine totwelve:

- 3 courses English
- 2 courses Math (IM 1 minimum)
- 2 courses Science
- 3 courses Social Studies (US & World H)
- 1 semester American Gov/1 semester Econ
- 1 course VAPA, World Language or CTE
- 2 courses Physical Education

### CAA Requirements

IEP Teams will follow the CDE
Alternate Assessment Decision-Making
Tool for California and post completed
document in SEIS student file.

Student Name:	Grade Level: [	Date:
eein.	Date of Birth:	

### Part A—Determining Initial Eligibility

Directions: Complete the first two questions to determine whether the student may be eligible for participation in the alterna

1. Does the student have a current individualized education program (IEP)?

No, the student does not have an IEP.

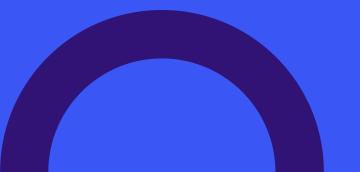


**Stop here.** The student is not eligible for alternate assessment.

Yes, the student has a current IEP.



Proceed to the next statement.



# Alternate Assessment Decision-Making Tool

The student meets state eligibility criteria under the following disability category designations:

- Specific learning disability
- Speech or language impairment (only)



Stop here. The student is not eligible for participation in the alternate assessment.

The student meets state eligibility criteria under the following disability category designations:

- Deafness/hearing impairment
- · Emotional disturbance
- · Orthopedic impairment
- · Other health impairment
- Visual impairment

A student identified with these disability categories very rarely will be a student with a most significant cognitive disability and will rarely, if ever, qualify for the alternate assessment.



Proceed to Part B

The student meets state eli criteria under the following disability category designa

- Autism
- · Deaf-blindness
- · Intellectual disability
- · Multiple disabilities
- · Traumatic brain injury

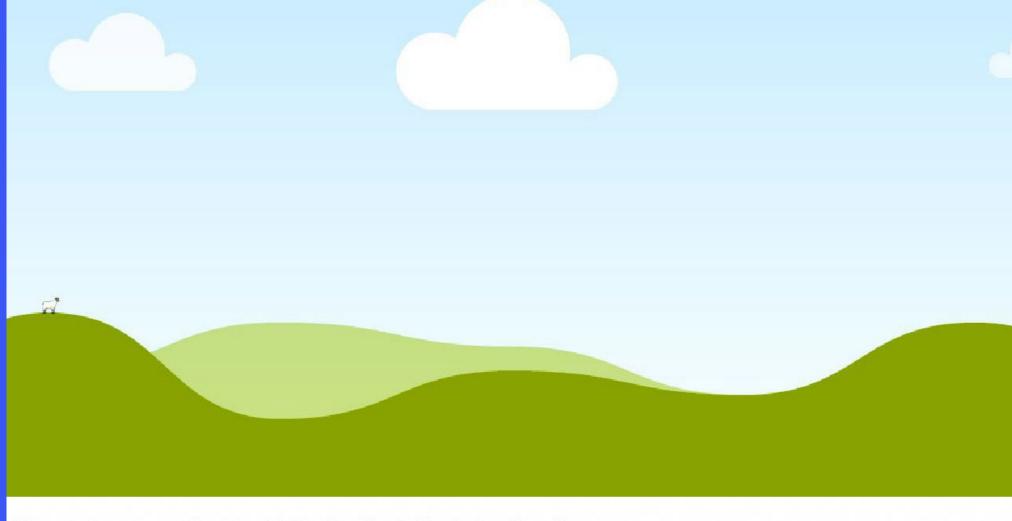
A student identified with an of these disability categoric may have a cognitive disability that wo qualify them for the alternative assessment.



Proceed to Part B.

After reviewing and rating all domains, teams are able determine if student is eligible to take CAA.

Completed document isposted in student SEIS record.



Alternate Assessment Decision-Making Tool for California (continued)

### Determining Whether the Student Requires Extensive, Direct, Individualized Instruction, and Substan Supports

The characteristics of students who qualify for the alternate assessment will fall almost exclusively in the 4-point range, with no than one characteristic in the 3-point range.

The student scores 10 or fewer points.



**Stop here.** The student is not eligible for participation in the alternate assessment.

The student scores 11 points or more. The student requires extensive, direct individualized instruction with learning targets aligned with the Prioritized CCCs, EUs, CA NGSS SCs, or ELD Connectors and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.



Proceed to Part D.

	Comparing options for high school completion for students with IEP supports and services	High School Diploma	High School Diploma with the 130 Rule	High School Certificate of Completion (COC)	
	What is means?	A student has earned all the credits to earn a diploma. This includes the minimum CA State requirements and the additional requirements adopted by the San Juan Unified Board.	A student has earned the minimum California State requirements to earn a diploma. To be eligible to access the 130 Rule, students wit h an IEP must meet the following requirements:  1. Be eligible to take the california Alternate Assessment (CAA) in 11th grade.  https://www.cde.ca.gov/sp/se/lr/om082523.asR  2. Meet the CA State M inimum graduation requirements in standards-basedcourses.	A student with a significant disability who is not able to earn the required credits needed to earn a diplom a, can earn a Certificate of Completion when the following has been satisfied:  1. Completed four years of highschool. 2. Satisfactory achieved IEP goals and objectives. 3. Participated in instruction as prescibed by the student's IEP and transition plan.	
	What are the requirements?	The College and career Ready High School Graduation Requirements (CCR Requirements) include <b>grade</b> level standards <b>based</b> courses in core subjects. The total credit requirments varies by site.	The High School Diploma with the 130 grad rule requirements include standards <b>based</b> courses meeting the minimum california State credit requirements. 13 core courses in specific subjects.	The High School Certificate of Completion requirements include: completing a recommended course of study (COC Roadmap). A student's COC Roadmap will be developed and monitored by the IEP team. Specific courses and credits are not required.	
	Accomodations allowed?	Yes	Yes	Yes	
	Curriculum modifications allowed?	Maybe. By changing what a student learns, modifications can i mpa ct a student's ability to earn a high school diploma.	Maybe. By changing what a student learns, modifications can impact a student's ability to earn a high school diplom a.	Yes	
	Accepted by the military?  Yes		Yes	0	
	Courses meet colleges/universitiesentrance requirements (A-G)?  Eligible for Fed ral Student Aid (Cal Grant A/B GPA)  Yes		Yes Maybe. It depends on the college/un		
			Yes	No	
	Eligible to attend Adult Transition Center (ATC)	No	Yes. The award of the diploma of graduation via the alternative pathway under EC 51225.31 does not change or terminate an LEA's obligation to provide a FAPE to an	Yes	

# Resources for Alt Diploma Pathway Will be located in the parent reource menu on the special education web page.



# Of note:

The 130 Rule is based on current CDE guidance, legal information, IEP logistics, and instructional considerations.



# Navigating Next Steps

- 1. Develop ongoing teacher and admin training (including GE team members) on integrating the Alt Pathway discussion in each annual review IEP starting in 8th grade.
- 2. Implementing and supporting ongoing trainingfor standards based alternative coursework.
- 3. Development of aligned course work, and performance tasks to support additional pathways.
- 4. Explore and develop the Ed Code 56390-56392 COC pathwayand SB 154/102 alternative coursework and performance tasks

# Questions

