

SPECIAL EDUCATION COMMUNITY ADVISORY COMMITTEE March 26, 2025

Community Advisory Committee

Meeting Minutes

March 26, 2025

A. Call to Order

Ryan Digman, CAC Chairperson, called the meeting to order at 6:06 p.m.

B. Member Roll Call

Members present: Kaylin Boyce, David Burbridge, Kasey Crooks, Ryan Digman, Emily Getz, Mackenzie Guye, Daniel Hicks, David Martasian, Sean Owens, Heather Taylor, Luc Taylor

Members absent: Nicole Harrigan, Lacey Martinez, Kimber Rice, Lisa Sotelo No quorum met.

Staff members present: Rebecca Foster, Sandra Butorac, Amy Slavensky, Heather Brandt

Board members present: Nick Bloise.

C. Board Remarks

Nick Bloise shared that he was happy to be present and was there to listen and take notes in order to better advocate for students with special needs. He emphasized his commitment to understanding the concerns and finding ways to support and meet the needs of our students.

D. Visitor Comments

Caroline Digman, parent and teacher, shared her thoughts on reading screening, including her personal experience with it in her own family. She expressed fear about the upcoming year, having encountered individuals who are overwhelmed by the challenges involved

Marsha, a parent of two students, expressed that she needs support from this community. She and her children have addressed the board on multiple occasions. She shared that her students continue to face obstacles and that their offer of FAPE has not been fulfilled. She urged the CAC and its community to take action and provide assistance.

Marsha's son, a student, spoke about his experience in special education, sharing that staff have not followed his IEP and have been unwilling to collaborate with his family to identify the classes he needs.

Email from parent — Good evening,

I want to start by thanking the committee for hosting the recent IEP workshop. It was a great step in helping families and staff better understand the process, and I hope to see more of these in the future. Clear communication and collaboration make a huge difference in ensuring our students get the support they need.



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At the February meeting, concerns were raised about the inconsistency in how special education services are implemented across different school sites. This is something that really needs attention. No matter what school a child attends, they should have access to the same level of support, accommodations, and opportunities. I encourage the district to focus on more training for staff, clearer communication with families, and making sure students with IEPs have real access to inclusive general education settings.

I appreciate the work being done and hope to see continued progress in making special education more consistent and effective for all students. Thank you. Joela Russell

E. Presentation on Reading Screening Arts and History-Social Science

Heather Brandt, Program Specialist, English Language

Heather Brandt, shared presentation on Reading Difficulty Screener. SB 114 - beginning in the 2025-26 school year, all students in kindergarten, first and second grade will be assessed using a reading screener to identify possible risks for reading difficulties, including the risk of dyslexia.

Member Discussion:

Daniel Hicks asked whether this determines eligibility for a 504 plan and if it might discourage parents. Rebecca Foster explained that it's simply an additional piece of information for us and does not determine whether a student will qualify

Makenzie asked clarifying questions about who would be administering the assessment and whether training would be provided for teachers and staff. Heather Brandt responded that training will be offered in June and August, and that any classroom teacher or special education teacher can administer the assessment.

Ryan inquired about the potential expansion of the assessment into higher grades and how parents will be informed. Heather Brandt explained that while the current mandate only applies to grades K–2, there is a possibility of expanding up to 8th grade in the future. She also confirmed that parents will receive communication about the assessment before the 25/26 school year..

David Martasian asked about students who may have been missed prior to the implementation of this screening assessment and expressed interest in the possibility of expanding it beyond second grade. Heather explained that licenses currently cover only kindergarten through second grade, but if a need is identified for higher grade levels, expansion could be considered in the future.

Daniel Hicks asked about funding for this initiative and it is funded by the state or federal. Amy Slavensky answered that it is state funded and shared the district is in the process of gathering partnership feedback and holding listening sessions for the development of the LCAP and in that plan there are action items for

Luc Taylor brought up concerns about high school students who are still struggling with reading. Rebecca Foster explained that at the high school level, students receive more in-depth assessments to better understand and support their individual needs.

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



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Heather Taylor asked whether cultural and demographic differences could contribute to lower test scores, and how the district plans to prevent any negative impact. Heather Brandt responded that the training and calibration will include guidance on addressing dialect and demographic considerations.

Kasey Crooks emphasized the importance of maintaining a growth mindset when assessing students' needs and supporting them throughout their learning process.

Public Comment:

Marsha shared her experience with tiered support programs, expressing that her requests were denied despite years of intervention efforts

Caroline shared her experience with administering assessments and expressed concerns about how some teachers communicate with parents. She emphasized the importance of uplifting students and fostering positive, supportive communication between teachers and parents when discussing a student's challenges

- F. Rebecca Foster, SPED Director 2; Sandra Butorac, SPED Director 1
 - 1. SELPA Update There's not much happening at the moment as we're waiting for federal updates to be shared at the SELPA level. Legislative Sharing Day is scheduled for April 30th, and we'll be working with the subcommittee to coordinate planning.
 - 2. Announcements
 - 3. Upcoming SPED Family Engagement Opportunities -
 - Film Screening: The Ride Ahead by Dan Habib April 3, 2025; 6-8 p.m.
 - Hiring Event at the District Office April 5, 2025 8:30-2 p.m.
 - Hiring Event at SCOE April 12, 2025 9-1 p.m.
 - Warmline Family Engagement Opportunity May 28, 2025; location and time TBD

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

Daniel Hicks inquired about the possibility of hiring individuals without a teaching degree. Sandra Butorac responded that there are various pathways for individuals to enter the classroom, including through internships, residency programs, or serving as long-term substitutes.

Heather Taylor asked about CTE Pathway at Encina.

David Martasian asked about hiring and what resources are available for teachers, mentioning that issues like salary and limits on how long teachers can stay in the classroom might be making it harder to keep them.

G. Committee Business



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- 1. Approval of Minutes, January 22, 2025 and February 26, 2025 Quorum not met; moved to April 23, 2025 meeting.
- 2. Subcommittee Report: You Light the Way (R)
 The You Light the Way event is scheduled for April 2, 2025, at San Juan High School. The video production has already taken place and turned out wonderfully. The individuals being recognized are truly inspiring, and their stories are powerful and worth sharing.
- 3. Subcommittee Report: IEP Workgroup (R) No report.
- 4. Subcommittee Report: Community Outreach (R) No report.
- 5. Subcommittee Report: Legislative Sharing Day (R) The Subcommittee will be meeting soon to discuss Legislative Sharing Day. There will be scheduled speakers at the morning portion and buses to the Capitol for the sharing portion in the afternoon. We will share out bills and initiatives after the March SELPA Meeting.
 - Public Comment (regarding this agenda item): none.
 - Member Discussion: none.
- H. Events of Interest

Community Advisory Committee Board Report date set for May 13, 2025. Planning meeting for fall BBQ event.

- I. Future Agenda Items
- J. Adjournment

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



Reading Difficulties Screener

Heather Brandt, Program Specialist for English Language Arts and History-Social Science

This presentation has been adapted from the Sacramento County Office of Education presentation.

SB 114: K-2 Screening for Reading San Juan Difficulties, Including Risk of Dyslexia

Beginning in the 2025-2026 school year, all students in kindergarten, first, and second grade will be assessed using a reading screener to identify possible risks for reading difficulties, including the risk of dyslexia.

State Timeline



January 31, 2024

State Board of Education appointed expert panel

June 30, 2025

Deadline for local

Adoption of Screener







List of of approved screeners released

December 31, 2024

Schools assess students for K-2 reading difficulty

2025-2026 school year and beyond





Screening of all students allows teachers to determine risk for reading difficulties and lets them know who needs additional assessment and early intervention.

Teachers will use the results to decide how to respond with instruction.



What is a Screener?

A screener is a brief test administered by a trained school employee. The test tells teachers which students might be at risk for reading difficulties, including dyslexia.



Screening is NOT

- These screening assessments are NOT to be considered a way to establish eligibility for special education or a Section 504 plan.
- Screening will NOT be used for any high-stakes purpose and NOT as a diagnosis of a disability.
- Screening is NOT a formal evaluation.



Screening Multilingual Learners

- Assessments for both English-speaking students and non-English speaking students, will be given in the primary languages of students if assessments in those languages are available.
- If a screener in their primary language is not available then their risk for reading difficulties will be evaluated using an alternative process.



Exemptions

A parent or guardian can request a student be exempted from the screener if

- 1. The student has a current identification or diagnosis of a reading difficulty, reading disorder, or other disability
- 2. The student is eligible for special education or a Section 504 Plan
- 3. The student is in the process of being assessed for special education or a Section 504 Plan, and the diagnostic assessments are the same or similar to the screener



Parent/Guardian Notification

- Parents or guardians will be notified of the date(s) of the screening and how parents or guardians can opt out of the screening for their student, no later than 15 calendar days before the screening occurs.
- Student results from the screener will be made available to the student's parent or guardian no more than 45 calendar days from the date the assessment was given.
- The results will include information about how to interpret the results, as well as the next steps for student learning and support.





Screener Selection Overview





Screeners for Consideration

mClass (Amplify)



Multitudes (UCSF)



https://amplifv.com/programs/mclass/

https://multitudesinfo.ucsf.edu/



Selection Criteria

2024 Reading Difficulties Risk Screener Adoption Toolkit:

- Administration
- Data Management
- Cost & Resources
- Professional Learning
- Technical Requirements
- Language Availability
- Other Considerations

Curricular and Improvement Support Committee (CISC)

California County Superintendents







Committee Recommendations

The Reading Difficulties Screener Selection Committee has recommended:

 mCLASS (Amplify) with Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Eighth Edition and mCLASS Lectura





Details About Recommended Screener

Skills Measured per EC 53008	mCLASS Task (Required)	K	G1	G2
phonological and phonemic awareness	Phonemic Segmentation Fluency (PSF)	Y	Y	NA
knowledge of letter names	Letter Naming Fluency (LNF)	Υ	Υ	NA
decoding skills	Nonsense Word Fluency (NWF)	Υ	Υ	Υ
decoding skills	Word Reading Fluency (WRF)	Υ	Υ	Υ
reading fluency	Oral Reading Fluency (ORF)	NA	Υ	Υ
other: reading comprehension	Maze	NA	NA	Υ



Next Steps

- Sub-committee focus groups to assist with planning for the rollout
 - o grade level
 - special education
 - multilingual learners
 - intervention
- Communicate with families and the community
- Ensure that applicable staff are trained in administering the screener and analyzing the data



Questions?

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