

**SANTA CRUZ CITY SCHOOLS DISTRICT  
MEETING OF THE BOARD OF EDUCATION  
FOR THE ELEMENTARY  
AND SECONDARY DISTRICTS  
WEDNESDAY, DECEMBER 6, 2023  
OPEN SESSION BEGINS AT 6:00 P.M.  
ZOOM REMOTE BOARD MEETING**

**POSTED  
DATE:  
LOCATION:  
TIME:  
EMPLOYEE:**

**COMMUNITY MEMBERS CAN PARTICIPATE REMOTELY VIA ZOOM OR  
IN PERSON AT THE COUNTY OFFICE OF EDUCATION, BOARD ROOM  
400 ENCINAL STREET, SANTA CRUZ, CA.  
MASKS ARE STRONGLY ENGOURAGED**

[Click on this link to join meeting.](#)

Meeting ID: 871 0651 1297

Meeting Password: SCCS

*If a member of the community would like to make public comment on a closed session item, please join Zoom. Public comment will begin promptly at 5:00 p.m.*

[Click on this link to make public comment on a closed session item.](#)

## AGENDA

Item	Purpose / Support
<b>Agenda</b>	
<b>1. Convene Closed Session</b>	<b>5:00pm</b>
1.2	Roll Call
1.3	AB 2449 Remote Attendance
1.4	Public Comments prior to Closed Session <i>Members of the public may comment on items that are listed on the Closed Session Agenda.</i>
<b>2. Closed Session Items</b>	
2.1	Student Expulsion #03-23-24 <i>Information for possible action.</i>
2.2	Student Expulsion #04-23-24 <i>Information for possible action.</i>
2.3	Conference with Labor Negotiators (Govt. Code Section 54957.6) <i>SCCS Negotiator Parks will provide an update to and receive direction from Trustees regarding negotiations with the GSCFT.</i>
2.4	Conference with Labor Negotiators (Govt. Code Section 54957.6) <i>SCCS Negotiator Parks will provide an update to and receive direction from Trustees regarding negotiations with the SCCCE.</i>
<b>3. Convene Open Session</b>	<b>6:00 p.m.</b>
3.1	Welcome
3.2	Pledge of Allegiance
3.3	Agenda changes, additions, deletions, or announcements
3.4	AB 2449 Remote Attendance

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4. <b>Public Comments</b>	<p><i>For presentations of matters <b>not</b> on the Agenda. 3 minutes for individuals; 15 minutes per subject.</i></p> <p><b><i>Note to Members of the Public: Thank you for taking the time to attend this meeting. Santa Cruz City School Board Members appreciate your presence and your comments regarding items not on the agenda are valued. Per Santa Cruz City Schools Board Bylaw protocols, Trustees will not comment on Public Comments during this time.</i></b></p>
5. <b>General Public Business</b>	
5.1 <b>Report of Closed Session Actions</b>	
5.1.1 Report of Actions Taken in Closed Session	
5.1.2 Vote on Student Expulsion #03-23-24	
5.1.3 Vote on Student Expulsion #04-23-24	
5.2 <b>Items to be Transacted and/or Discussed</b>	
5.2.1 Study Session: Curriculum, Special Education	<p>The Board will Learn About:</p> <ul style="list-style-type: none"> <li>• Origins of Special Education</li> <li>• Major Tenets of Special Education Law</li> <li>• Special Education Funding</li> <li>• Criteria for Eligibility and Incidence in SCCS</li> <li>• Continuum of Services in SCCS</li> <li>• North Santa Cruz County SELPA &amp; Regional Programs</li> <li>• SCCS Special Education Programs</li> </ul>
6. <b>Adjournment</b>	

The board book for this meeting, including this agenda and back-up materials, may be viewed or downloaded online: [http://sccs.net/board\\_of\\_education](http://sccs.net/board_of_education) or may be viewed at the District Office, 133 Mission St. Ste. 100, Santa Cruz, CA 95060.

**Public Participation:**

All persons are encouraged to attend and, when appropriate, to participate in meetings of the Santa Cruz City Schools Board of Education. If you wish to speak to an item on the agenda, please be present at the beginning of the meeting as any item, upon motion, may be moved to the beginning of the agenda. Consideration of all matters is conducted in open session except those relating to litigation, personnel and employee negotiations, which, by law, may be considered in closed session.

**Translation Requests:**

Spanish language translation is available on an as-needed basis. Please make advance arrangements with Wednesday Manners by telephone at (831) 429-3410 extension 48220.

**Las Solicitudes de Traducción:**

Traducciones del inglés al español y del español al inglés están disponibles en las sesiones de la mesa directiva. Por favor haga arreglos por anticipado con Wednesday Manners por teléfono al número (831) 429-3410 x48220.

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**Board Meeting Information**

1. The Regular Board Meeting on December 13, 2023, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
2. The Regular Board Meeting on January 17, 2024, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
3. The Study Session on January 31, 2024, 6:00 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
4. The Regular Board Meeting on February 14, 2024, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
5. The Regular Board Meeting on February 28, 2024, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
6. The Regular Board Meeting on March 13, 2024, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
7. The Regular Board Meeting on March 27, 2024, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
8. The Regular Board Meeting on April 10, 2024, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
9. The Study Session Meeting on April 24, 2024, 6:00 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
10. The Regular Board Meeting on May 15, 2024, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
11. The Study Session on May 22, 2024, 6:00 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
12. The Regular Board Meeting on May 29, 2024, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
13. The Regular Board Meeting on June 12, 2024, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.

## SANTA CRUZ CITY SCHOOL DISTRICT

**AGENDA ITEM:** Special Education Study Session

**MEETING DATE:** December 6, 2023

**FROM:** Dorothy Coito, Assistant Superintendent of Educational Services

**THROUGH:** Kris Munro, Superintendent

### **BACKGROUND:**

Each fall, there is a curriculum study session focused on different academic disciplines or district programs. This year, the Board requested that the study session focus on Special Education programs. Staff will present an overview of special education that will include:

- Origins of Special Education - The Why
- Major Tenets of Special Education Law
- Special Education Funding
- Criteria for Eligibility and Incidence in SCCS
- Continuum of Services in SCCS
- North Santa Cruz County SELPA & Regional Programs
- Program focus
  - Resource Specialist Program
  - Special Day Class Program
  - Post Secondary Program
  - Students Achieving Independence and Life success (SAIL)
  - Non-public Schools & Residential Placements

The Board will have time to ask questions and discuss special education programs with staff.

### **FISCAL IMPACT:**

Total Revenue (Restricted)	\$3,823,282	State & Federal SPED Funding & Local MOUs
Expenditures	<u>25,149,945</u>	
Local Contribution	21,326,663	LCFF Base (Unrestricted)

This work is in direct support of the following District goals and their corresponding metrics:

Goal #1: All Santa Cruz City Schools students will be prepared to successfully access post-secondary college and career opportunities.

Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.

Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.

**AGENDA ITEM: 5.2.1**

# Supporting Students with Disabilities in our Schools: *The Purpose & Scope of Special Education*

Board Study Session December 6, 2023



# Study Session Agenda

- Origins of Special Education - The Why
- Major Tenets of Special Education law
- Special Education Funding
- Criteria for Eligibility and Incidence in SCCS
- Continuum of Services in SCCS
- North Santa Cruz County SELPA & Regional Programs
- Program focus
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# “The Why”

## *Origins of Special Education*



# History of special education

Before 1975, several states had laws that explicitly excluded students with disabilities from being educated at school.

Students with blindness, deafness, cognitive or emotional impairments were not allowed to go to school.

Families of children with disabilities built on momentum from the Civil Rights Movement

11/29/1975 - Education for All Handicapped Children Act (PL-94142) was signed into law



PL-94142 was revised and re-titled in 1990 and became known as the Individuals with Disabilities Education Act (IDEA)

The IDEA was last reauthorized in 2004





In 1970, only 1 in 5 students with disabilities was educated in school. (**1.8 million students** with disabilities were **excluded** from school entirely).

In 2020-21, **7.5 million students** had IEPs implemented to support their access to school.

# The Law



The “spirit” of special education law is to **include** and **accommodate** students with disabilities so that they may access their education to the greatest extent possible with their non-disabled peers, and to ensure that parents participate in the decision-making process.



# Least Restrictive Environment, FAPE & Parent Participation

**Least Restrictive Environment (LRE):** In response to the exclusion that occurred prior to PL 94142, the law requires that students participate with their general education peers to the greatest extent possible. This plan must be reasonably calculated to enable the child to receive educational benefit and must be “appropriately ambitious.”

**Free & Appropriate Public Education (FAPE):** All students with identified disabilities requiring special education should be provided such at no expense to the parents.

**Parent Participation:** Parents must be afforded an opportunity to participate in decision making regarding their child’s education.



# Least Restrictive Environment

Each public agency must ensure that—

- (i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, **are educated with children who are nondisabled**; and
- (ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment **occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily**. (Sec. 300.114)



# **Free & Appropriate Public Education (FAPE)**

**Free & Appropriate Public Education (FAPE):** All students with identified disabilities requiring special education should be provided such with no expense to the parents.

FAPE is provided if the student's IEP sets out an educational program that is “reasonably calculated to enable the child to receive educational benefit.”

For a **child fully integrated into the regular classroom**, an IEP should be reasonably calculated to enable the child to achieve passing marks and advance from grade to grade. Board of Education of the Hendrick Hudson Central School District v. Rowley (1982) 458 U.S. 176

For students who **don't receive their education entirely in general education**, the educational program must be “appropriately ambitious” in light of the student's circumstances. Andrew F. v Douglas County School Dist. RE-1 (2017) 137 S. Ct. 988



# Parent Participation

**Consent:** Required for assessments related to special education & implementation of the IEP including placement

- Screening to determine whether or not to assess is considered an assessment and requires parent consent (i.e., no “screening” except for instructional purposes)
- Disciplinary removals greater than 10 days are considered a change of placement

**Notice of Meeting:**

- Includes purpose, time and place of meeting
- Who will be attending
- Informs parents of right to bring individuals with knowledge or special expertise about the student (e.g., advocate or private tutor)



# **Child Find**

**School districts have an obligation to “seek and serve” students with disabilities attending school in their district boundaries.**

All children with disabilities residing in the State, including children with disabilities who are homeless children or are wards of the State, and children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated.

*(IDEA Section 300.111)*





# Multi-Tiered Systems of Support (MTSS)

## TIER 3

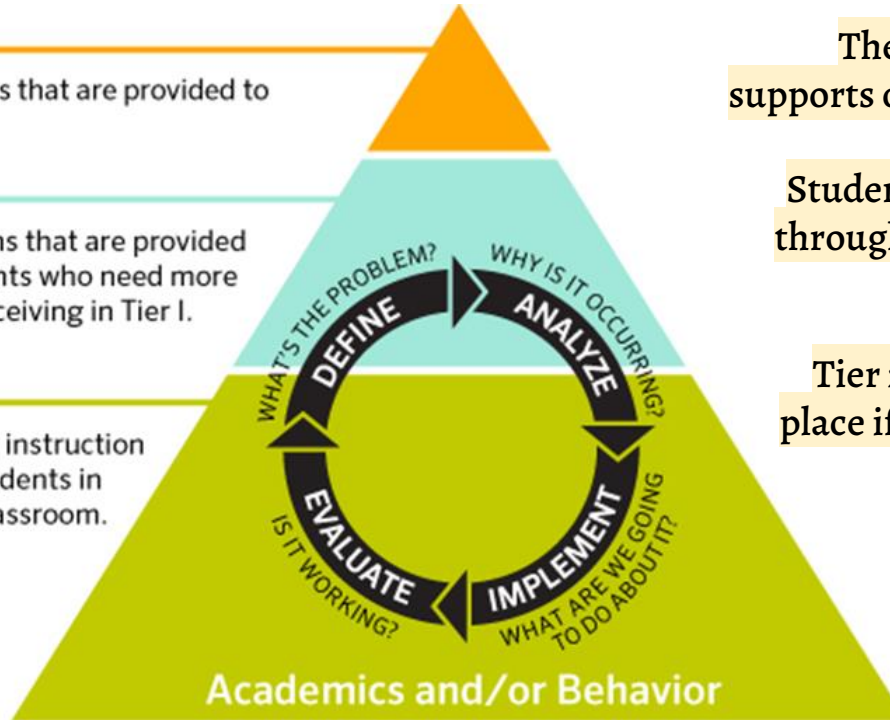
refers to the interventions that are provided to individual students.

## TIER 2

refers to the interventions that are provided to small groups of students who need more support than they are receiving in Tier 1.

## TIER 1

refers to the high quality instruction that is provided to all students in the general education classroom.



The MTSS structure in SCCS supports our child find obligations.

Students are supported in Tier 1 through universal screening and progress monitoring.

Tier 2 interventions are put in place if students do not respond adequately within Tier 1.

A referral for special education assessment can occur anytime a disability is suspected.

# Monitoring & Accountability Systems

## Office of Administrative Hearings



- Complaint process for IDEA violations related to individual students
- Triggers the option to mediate prior to a due process hearing
- May require legal proceedings

## California Department of Education

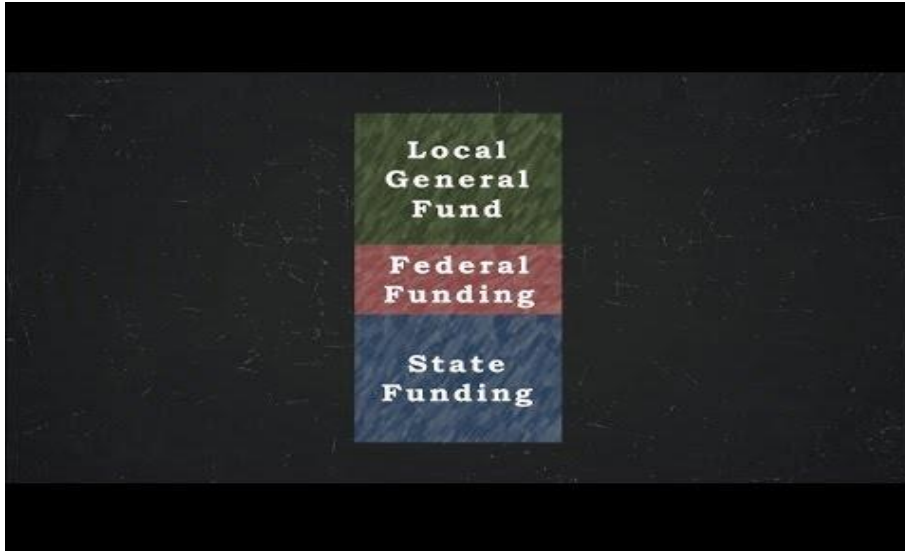


- Dashboard
- Annual monitoring data
  - LRE percentages
  - Timelines
- IEP implementation

# Special Education Funding Model



# How Special Education is Funded in California (Video)



## 2023-2024

Total Revenue

\$3,823,282

Expenditures

25,149,945

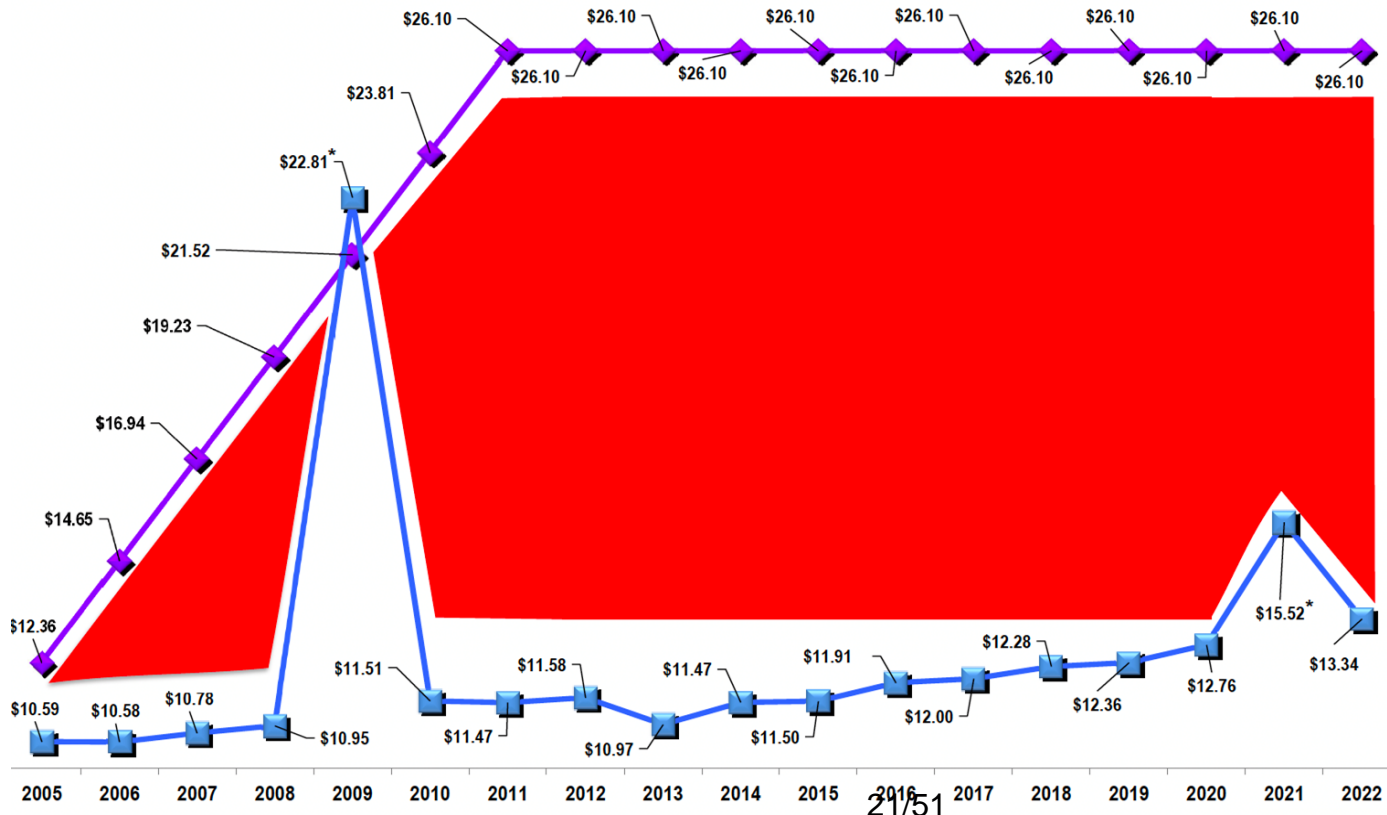
Local Contribution

21,326,663

*Special Education Local Planning Area (SELPA)*

# IDEA Part B Grant Funding Gap (in Billions)

IDEA Authorization      Actuals



“Full funding” is considered to be 40% of the cost of special education. This was a commitment of Congress that has only been actualized with one time funds in 2009.



# Criteria for Eligibility & Incidence in SCCS



# Disabilities Served in Special Education

- Specific Learning Disability
- Traumatic Brain Injury
- Deaf/Blindness
- Other Health Impairment
- Speech/Language Impairment
- Orthopedic Impairment
- Autism
- Intellectual Disability
- Hard of Hearing
- Emotional Disturbance
- Multiple Disabilities
- Visual Impairment
- Deafness



# Elementary Student Count by Disability

Eligibility Category	2019	2023
Intellectual Disability	1	1
Hard of Hearing	3	3
Deafness	0	0
Speech/Language Impairment	149	116
Visual Impairment	1	0
Emotional Disturbance	10	9
Orthopedic Impairment	5	1
Other Health Impairment	34	43
Specific Learning Disability	108	122
Deaf/Blindness	0	0
Multiple Disabilities	0	0
Autism	17	33
Traumatic Brain Injury	0	1
<b>TOTAL</b>	<b>328</b>	<b>329</b>





# Middle & High School Student Count by Disability

Eligibility Category	2019	2023
Intellectual Disability	12	8
Hard of Hearing	1	8
Deafness	1	0
Speech/Language Impairment	25	35
Visual Impairment	2	0
Emotional Disturbance	32	35
Orthopedic Impairment	2	6
Other Health Impairment	78	120
Specific Learning Disability	323	351
Deaf/Blindness	0	0
Multiple Disabilities	1	5
Autism	52	45
Traumatic Brain Injury	0	0
<b>TOTAL</b>	<b>529</b>	<b>613</b>



# Special Education Total Enrollment

Enrollment	2019	2023
Elementary	328	329
Secondary	529	613
All SCCS	857	942



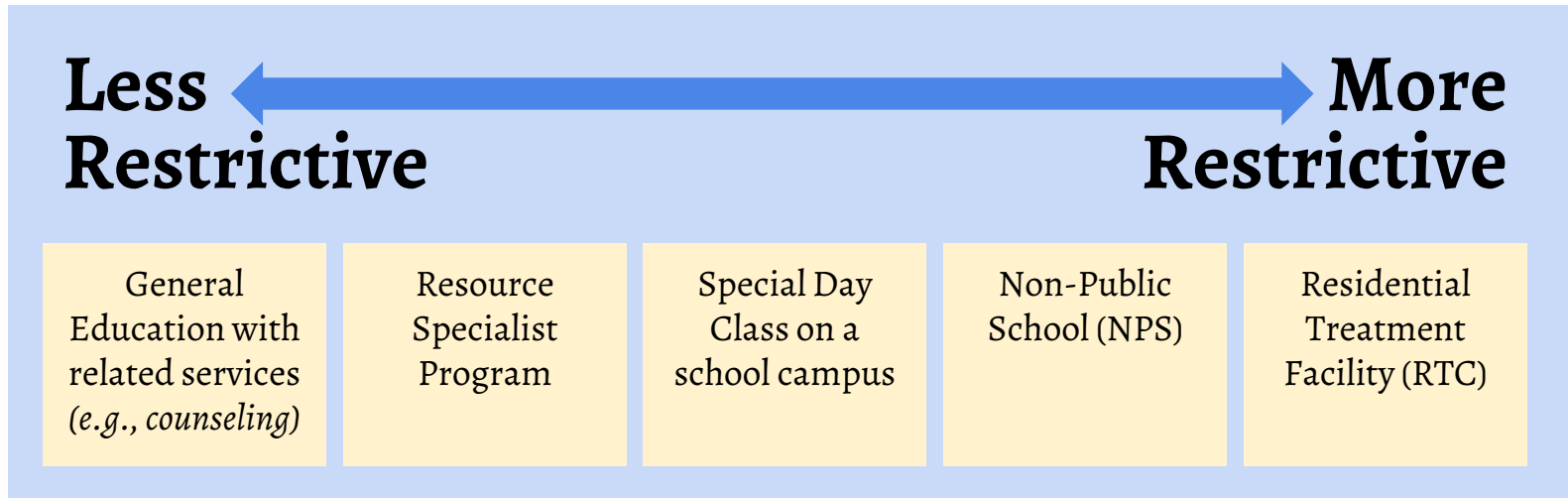
# What types of special education services *do we provide?*

- Specialized Academic Instruction (SAI)
- Speech/Language
- Counseling
- Behavior Intervention Services
- Intensive Individualized Services
- Adapted Physical Education
- Orientation & Mobility
- Occupational Therapy
- Career Awareness
- Specialized Vision Services
- Psychological Services
- Assistive Technology
- Specialized Orthopedic Services
- Transportation



# Special Education Continuum of Service Options

- All students with disabilities must be served in the *least restrictive environment*
- “Least restrictive” is defined relative to access to typical peers





# North Santa Cruz County Special Education Local Plan Area (SELPA) & Regional Programs

# What is a SELPA?

- 1977 - All school districts & county offices mandated to form consortiums in geographical regions of sufficient size and scope to provide for all special education service needs of children residing within the region's boundaries
- Each SELPA developed a *local plan* describing how it would provide special education services.



# **North Santa Cruz County SELPA**

Comprised of 13 Local Educational Agencies (LEAs) including 10 school districts, 2 charter schools & the County Office of Education with budget and services overseen by the SECA Board which includes the Superintendent from each school district and representatives from the charter schools.

- Bonny Doon Elementary
- Happy Valley Elementary
- Live Oak Elementary
- Mountain Elementary
- Pacific Elementary
- Santa Cruz City Schools
- San Lorenzo Valley Unified
- Scotts Valley Unified
- Soquel Union Elementary
- Delta Charter School
- Pacific Collegiate Charter School
- Santa Cruz County Office of Education (SCCOE)



# **County Office-Provided Regional Programs**

- Autism Program (Chrysalis)
- Program for Students with Severely Handicapping Conditions
- Post Secondary Program





# **Chrysalis Autism Program**

Serves preschool through 12th grade students with autism from the North County

- *Elementary program hosted by Live Oak*
- *Middle school students hosted by New Brighton*
- *High school program hosted by Soquel High School*



# Programs for Students with Severe Handicapping Conditions

**Preschool / Elementary** classrooms integrate basic skills, life skills, and communication for students challenged by severe handicaps (SH). Classrooms include students with cognitive challenges as well as medically fragile students.

**Middle School** classroom provides students with exposure to functional curriculum, prevocational skills, and specialized training focused upon individual student needs

**Secondary/Post-Senior** classrooms integrate functional skills curriculum and prevocational and vocational skill training programs.



# Post Secondary Program

Provides vocational skill training and job experiences in the community for students 18-22 years of age who did not graduate from high school attending SCCOE regional programs

Work experience specialist collaborates with community agencies and local employers to develop individualized programs for each student



# SCCS-Provided Regional Programs

SCCS, the largest member of the SELPA, provides regional SELPA services in addition to services provided by the County Office of Education

- Transition Services
- Deaf/Hard of Hearing Services
- Therapeutic Classrooms (outlined in program focus later)



# Transition Services

**Individual Transition Plan** (ITP) required by a student's 16th birthday

ITP outlines student post-secondary goals

Services & activities provided to support those goals:

- College and career awareness
- Vocational assessment
- Mobility training (navigating public transportation)
- Connection to potential employers

These regional services are provided to districts throughout the SELPA



# Deaf & Hard of Hearing Services

Support for students who are eligible due to a hearing impairment

## Services include:

- Direct instruction with students on goals related to auditory and language development, self-advocacy skills, and hearing assistive technology.
- Training of teachers/staff on how to use classroom-related hearing assistive technology along with consultation on implementation of student accommodations
- Ordering and maintaining appropriate equipment/hearing assistive technology used in classrooms and on school campuses

These regional services are provided throughout the SELPA



# Program Focus

**Speech & Language**

**Resource Specialist Program (RSP)**

**Special Day Class Program (SDC)**

**Post Secondary Program**

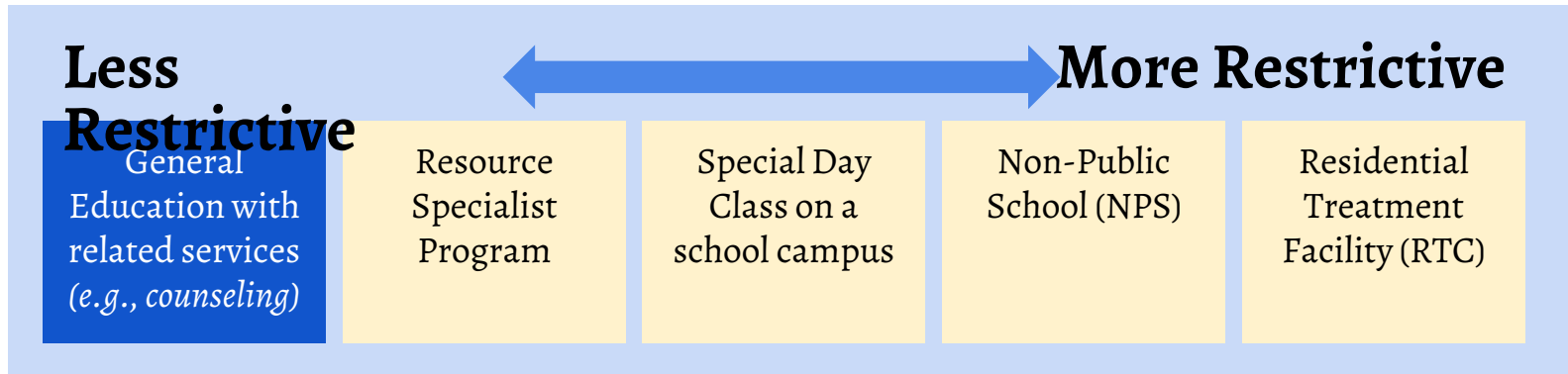
**Students Achieving Independence & Life Success (SAIL)**

**Non-public School & Residential Placements**



# Speech & Language

- Some students are placed in general education with minimal support, such as speech and language
- This support is offered to students who are eligible from ages 3-22
- This is one of the least restrictive programs offered on our special education continuum.





# Resource Specialist Program

All services are designed to support individual student goals related to academic needs identified through assessment

## Elementary Services

- Small group instruction in a separate setting
- Small group instruction in the general education setting

## Secondary Services

- Small group instruction in a separate setting
- Most often this is a class period, or portion thereof

**Less Restrictive**

General Education with related services  
(e.g., counseling)

Resource Specialist Program

Special Day Class on a school campus

Non-Public School (NPS)

Residential Treatment Facility (RTC)

**More Restrictive**



# Special Day Class

## Preschool/Elementary Services

- Small group instruction in a separate setting for a majority of the school day
- Opportunities for mainstreaming with general education peers as decided by the IEP team, based on student strengths

## Secondary Services

- Small group instruction in a separate setting for a majority of the school day
- Opportunities for mainstreaming with general education peers as decided by the IEP team, based on student strengths
- Students move from class to class similar to peers, according to the site bell schedule

**Less Restrictive**



General  
Education with  
related services  
(*e.g., counseling*)

Resource  
Specialist  
Program

Special Day  
Class on a  
school campus

Non-Public  
School (NPS)

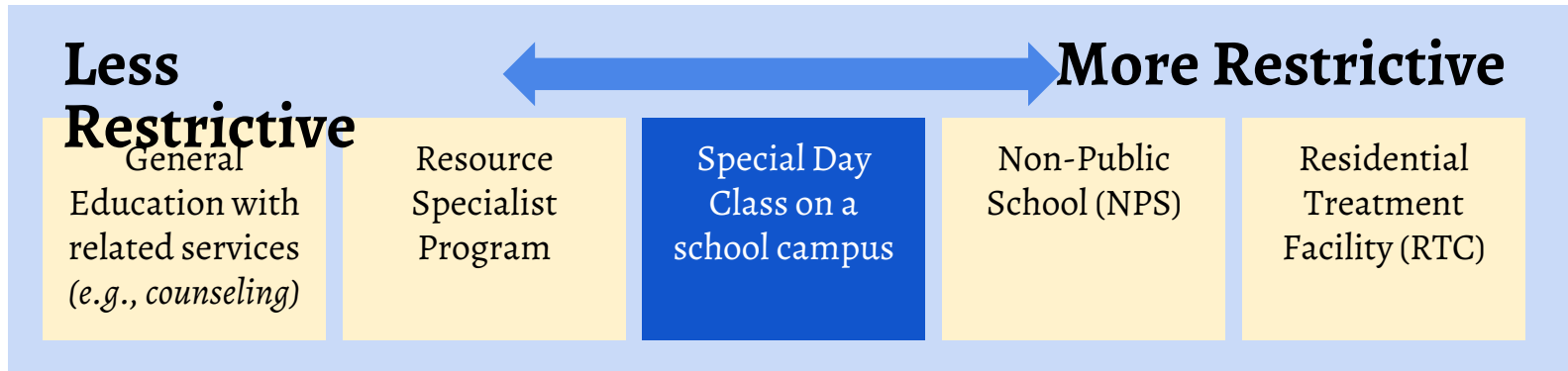
Residential  
Treatment  
Facility (RTC)



# SCCS Post-Secondary Program

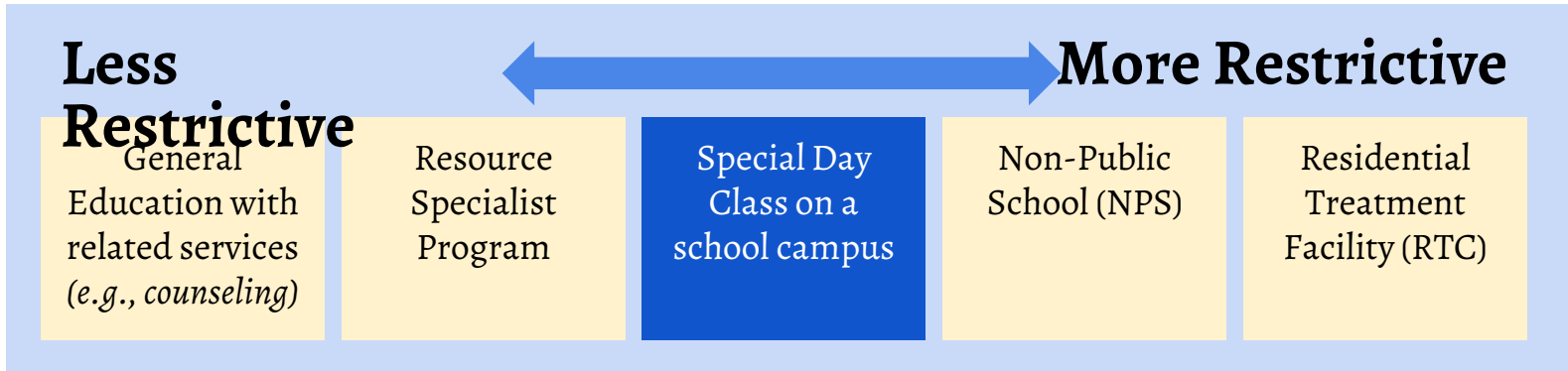
The Bridges program is housed at Branciforte Small Schools and is designed to support students with mild to moderate disabilities who continue to be eligible for special education.

- Vocational focus, with transition services embedded
- Most students in Bridges have obtained jobs and are independent in the community



# Students Achieving Independence & Life Success (SAIL)

*Our Purpose:* To facilitate the development of necessary skills in youth with social emotional, behavioral and/or mental health needs so that they can successfully access their education, improve resilience and well being, and achieve their life goals.



# Our Method

- Consistently applied behavioral system
- Evidence-based curricula for Social Skills & Social Emotional Learning
- Data driven tiers of intervention
- Dedicated, trained, and skilled staff
- High expectations ( for academics & behavior )
- Reinforcement of prosocial and appropriate behavior
- Trauma Informed Approach

*SAIL teams implement the Tiers Model (Cook & Wright, 2009)*



# History of Therapeutic Day Program Operation *in* North Santa Cruz County SELPA

**2013-2014:** Transfer of High School classes from COE to SCCS

**2014-2016:** COE serves Elementary & Middle School

**Spring 2016:** SCCS submits proposal for Elementary/Middle School program transfer

**2016-2017 to Present:** SCCS serves Elementary, Middle & High School



# SAIL Program Components

## Social Emotional Learning (SEL)

- Mindfulness
- Executive Functioning
- Social Skills

## Behavioral supports

- Incentives and reinforcements
- Parent Support / Consultation
- Maintaining Expectations
- Support the Use of New Coping Skills

## Staffing supports:

- Mental Health Specialist
- School Psychologist/Behavior Specialist
- Behavior Technicians

## Professional Development:

- Trauma informed Classroom Practices
- Handle With Care Certified
- Weekly collaboration and Training



# Current Enrollment 2023-24

	Bayview Elem. Mini-SAIL	Branciforte Middle Jr.-SAIL	Harbor High SAIL
<b>SCCS</b>	9	7	15
<b>LOSD</b>	1	2	0
<b>SVUSD</b>	2	3	4
<b>SLVUSD</b>	2	0	1
<b>SUESD</b>	1	0	0
<b>PVUSD</b>	0	0	1
<b>HVUSD</b>	1	1	0
<b>MESD</b>	0	1	0
<b>Total</b>	<b>16 (1)</b>	<b>14 (2)</b> 48/51	<b>21 (1)</b>



# Non-Public School & Residential Placements

## Non-Public Schools (NPS):

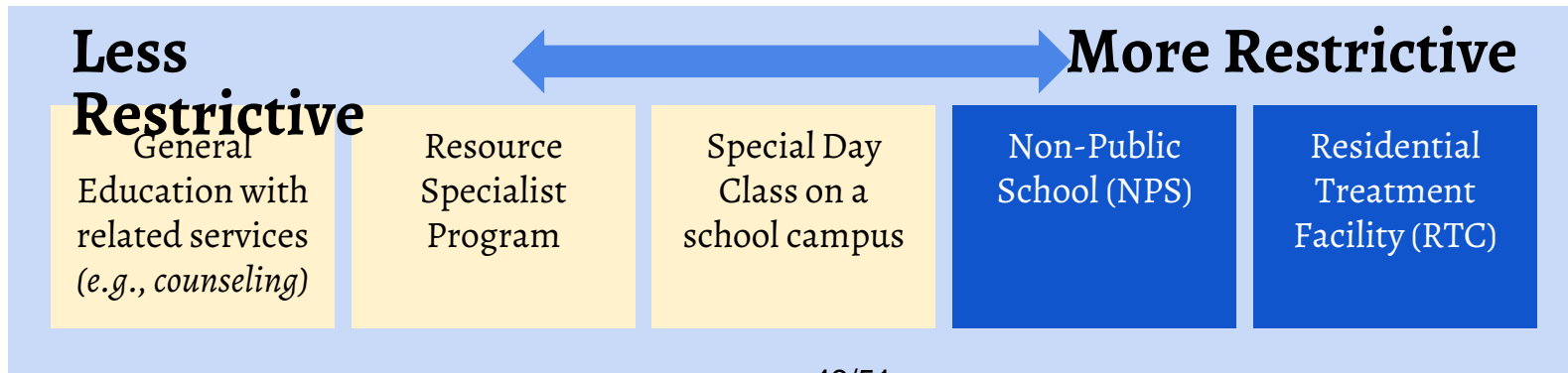
Required when students cannot access their education on a comprehensive campus. Students may need a smaller class size and school community.

Current NPS Placements: 7

## Residential Treatment Centers (RTC):

Required when students' needs are such that they must be provided specialized care outside of their home and community in order to access their education.

Current RTC Placements: 4



In **Santa Cruz City Schools**, it is the mission of the Special Education Department to provide equitable access to academic achievement and the development of **confidence**, **self-advocacy**, and **independence** so that each student, regardless of their diverse strengths and abilities, can access their post-secondary goals.



# Questions?

