



Poway Unified School District

15250 Avenue of Science
 San Diego, CA 92128
 PUSDcac@gmail.com



Community Advisory Committee (CAC) Meeting

May 17, 2022

Agenda

6:30pm-8pm

ZOOM Meeting

The Community Advisory Committee meeting will be conducted entirely online, via virtual/video conferencing. On September 16, 2021, Governor Newsom signed Assembly Bill 361 into law. The urgency bill amends the Brown Act to provide the ability for boards to hold remote meetings during proclaimed state of emergency without following the Brown Act's teleconferencing rules. AB 361 provides that Boards need not follow the Brown Act's teleconferencing rules if the Board makes a finding that there is a proclaimed state of emergency and either state or local officials have imposed or recommended social distancing measures or meeting in person would present imminent risks to the health or safety of attendees due to the emergency. Members of the public can view the meeting via livestream and can participate in the meeting electronically via Zoom, by following the instructions for submitting a request to make public comments listed on the agenda below.

<p>Meeting Called to Order Chair Announcement &</p>	<p><i>Time:</i> <i>This meeting is being recorded for possible public replay and sharing.</i></p>	<p><i>Heather P. called the meeting to order at 6:33 p.m.</i></p> <p><i>Tristie G. made a motion to approve changes to the agenda (moving BOE report after Continuous Action. Jill C. seconded the motion. All 'ayes', no 'nays' Motion carried.</i></p>								
<p>Roll Call Secretary</p>		<p>Quorum: yes</p> <table border="1" data-bbox="946 1593 1505 1854"> <tr> <td><i>Board Member</i></td> <td></td> </tr> <tr> <td><i>Heather Plotzke</i></td> <td>✓</td> </tr> <tr> <td><i>Heather Marshall</i></td> <td>✓</td> </tr> <tr> <td><i>Tristie Graetz</i></td> <td>✓</td> </tr> </table>	<i>Board Member</i>		<i>Heather Plotzke</i>	✓	<i>Heather Marshall</i>	✓	<i>Tristie Graetz</i>	✓
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<p>Welcome and Introductions Co-Chair</p>	<p><i>Public Input- An opportunity for members of the public to share comments and concerns with the CAC. In the interest of time, speakers are limited to three (3) minutes each, with a total of 15 minutes allotted for all public input. Please respect student and personnel privacy. CAC members and district staff cannot respond to individual concerns in this forum, but will take your contact information for future follow up.</i></p>	<p><i>Staff member from Abraxas and parent- thanking the group for having the opportunity to join.</i></p>																																

	<p><u>The Committee in this section takes no action.</u></p> <p>PUBLIC Comment FORMS</p> <p>English:</p> <p>https://docs.google.com/document/d/1RmZWfBKw3Qd7727OYSanT5HpnOwaRKZncL1Gc5ocMuU/edit?usp=sharing</p> <p>Spanish:</p> <p>https://docs.google.com/document/d/1wcnGCWD5dp9yRGVpPtQS_f8q1JltBbyVseMY6IR0uol/edit?usp=sharing</p>	
<p>Approval of Minutes Co-Chair</p>	<ul style="list-style-type: none"> ● Minutes for <ul style="list-style-type: none"> ○ Discussion/ Call for motion 	<p>Alexandra S. made a motion to approve the April minutes. Jill C. seconded the motion. All 'ayes', no 'nays' Motion carried.</p>
<p>Continuous Action Item</p>	<ul style="list-style-type: none"> ● Remaining in Zoom for (Month) <ul style="list-style-type: none"> ○ Call for motion to vote 	<p>Alexandra S. made a motion for the June CAC meeting to remain on zoom. Heather O. seconded the motion. All 'ayes', no 'nays' Motion carried.</p>
<p>District Liaison Report</p>	<ul style="list-style-type: none"> ● LCAP Update ● Answer some submitted questions 	<p><i>Jeanette A. shared the LCAP Control and Accountability Plan Update and Budget:</i></p> <ul style="list-style-type: none"> - <i>Thanked the CAC for communication about LCAP</i> - <i>LCFF is for ALL students of the district</i> - <i>3 types of grants (base, supplemental and concentration)</i> - <i>22% are unduplicated, 12% are English Language Learners, 14% are low income, and .1% are foster youth</i> - <i>Students with disabilities who are unduplicated:</i> <ul style="list-style-type: none"> - <i>English Language Learners 12.6%</i> - <i>Low Income 25.4%</i>

		<ul style="list-style-type: none"> - Foster Youth .2% - LCAP funding sources 2021-2022 <ul style="list-style-type: none"> - LCFF \$41,075,220.00 - Other State Funds \$21,003,137.00 - Local Funds \$466,403.00 - Federal Funds \$2,858,448.00 - Total Funds \$65,403,208.00 - LCAP has 3 distinct but related functions - Comprehensive strategic planning, meaningful engagement of Educational Partners, and accountability and compliance - Heather P. asked about Calpads data (how many students that have an IEP that fit into the reporting data? 14% — IF adding preschool and adult ed., then 15%) - About 1/3 of sped population are ELL, low income, or foster youth - Jeanette A. shared that there has been an ask of CALPADs to change how data reports can be generated - Rosabel commented: the large percentages are useful for the CAC on how to look for opportunities to be engaged - parent outreach, the ambassador programs are very important and integral in the underrepresented populations - Special Education Local Plan - (SELPA) discusses how the system is governed to make sure all students have access to their education - Looking forward to getting feedback from CAC about the Local Plan - Board Members advocating to increase special ed. funding - 8.3% property tax to fund schools - LCFF was made to create equity to diminish the achievement gap - Various grants to fund special education services
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- Heather P. asked when questions about LCAP are needed (Jeanette asked if 2 weeks is adequate). CAC members please send input and questions by Memorial Day
- Greg M. shared that bonuses tied to COVID to full time/part-time employees (to be received by June 30th)

Questions submitted for District Liaison Staff;

"Are Critical Skills and ASD classes being combined at the middle school level?" "If so why haven't current enrolled as well as incoming families been notified?"

- Michelle J. responded that families have expressed concern about being to be closer to their home schools and access to typical peers. Being part of home-based instruction in their communities is integral. Schools are working on vertical alignment from middle to high school
- Stephen W. shared that student placement/classrooms are shifting to teachers' credential area versus disability. Surveys have been sent to staff about students who are transitioning to ask how to best support teachers.
- Michelle J. shared that the continuum is being added to, not programs being eradicated.

Question was asked: "With the shifting of Special ed classes and students there are teachers who worked strictly with kids with Autism for a really long time, and now they have students with more critical skills and medical disabilities. Will they be receiving additional training during all the shifting around? If so what kind"

- Stephen W. responded that educators are able to work with multiple disabilities and trainings

		<p>are provided. There is ongoing support for teachers moving forward (BST, A.T.).</p> <p>Heather P. asked if ALL special education teachers will have the same support.</p> <ul style="list-style-type: none"> - Stephen W. agreed, yes.
<p>Parent Ambassador Report</p>	<ul style="list-style-type: none"> ● PA Info ● ERMHS basic overview 	<p><i>Deborah W. shared that the process is being streamlined.</i></p> <ul style="list-style-type: none"> -There is now a PA coordinator to help with reporting. How can there be more of a presence on campus? -Fast passes for orientations? -Carla McDuggal SSA at elementary sites to address social inclusion. Monday 1X/month at the DO for speaker topics, please contact Deborah W. -4500 fliers sent out to distribute to case managers to send home to families. -Jodi P. introduced Sandra C. and Shelly F.D to share about ERMHS (Educationally Related Mental Health Services). -MTSS is a framework on how to support students in PUSD - 569 Special Education Students (1.6% receiving school site counseling) -169 students receive ERMHS (.5%) -44 Students receive Tier 4 interventions (Alternative Placements) .1% -Who qualifies and how/for what: - Tier 1: General Education Students (referral, 504 plan, check-ins, student action plan) - Tier 2: Students with IEP's (initial/supplemental assessment, related service counseling) - Tier 3: Students with IEP's whose mental health is interfering significantly with educational progress (ERMHS assessment, ERMHS counseling, parent counseling, psychological services) - Tier 4: Students with IEP's whose mental health is interfering significantly with educational progress (ERMHS re-evaluation, IEP team determines more

		<p><i>restrictive placement, BASES, NPS, NCA, RTC)</i></p> <p><i>ERMHS Myths:</i></p> <ul style="list-style-type: none"> - <i>Students do not need a medical diagnosis to receive ERMHS</i> - <i>A medical doctor cannot write prescription for ERMHS</i> - <i>A student does not have to qualify under Emotional Disturbance to receive ERMHS</i>
<p>BOE Liaison Report Dr. Cindy Sytsma</p>		<p><i>*Shared the challenges staffing special education classrooms and how she has been participating and helping with the sub shortage.</i></p> <p><i>-Mental Health Awareness Month: A reminder to take care of yourself and your family</i></p> <p><i>- Appreciated the Events Committee for their efforts with the CAC Awards</i></p> <p><i>- 4 schools being celebrated for Inclusivity Mount Carmel High School, Bernardo Heights Middle School, Valley Elementary School, and Pomerado Elementary</i></p>
<p>CAC-Chair Report</p>	<ul style="list-style-type: none"> ● 5 mins - Legislative Day www.elijahstacy.com ● Inclusive Practices Tour 	<p>Heather P. went to Legislative day with Jeanette A. virtually.</p> <p>Proposals requested: to reject ERMHS funding being sent to LEA instead of the general education fund. Support AB602 for \$500,000,000</p> <p>Please watch www.elijahstacy.com to watch an inspirational speech from LEG.</p>
<p>OLD Business</p>	<ul style="list-style-type: none"> ● Attended the TK - Kinder Info night 	
<p>New Business</p>	<ul style="list-style-type: none"> ● 3 mins - 1st reading - Proposed Agenda dates 2022-2023 CAC 	<ul style="list-style-type: none"> - Heather P. posted new proposed dates. First reading of dates. Please review prior to May 24th with feedback. - 08/08/22 first meeting next school year.

		<ul style="list-style-type: none"> - Jeanette A. shared that once the emergency order is over, then CAC would meet in person again.
Sub- Committee Reports		
<p><u>Events</u> C-Heather M. Rosabel A. Nita J. Allison S. *Faith Goh</p>	<ul style="list-style-type: none"> • Excellence Awards • August Meet and Greet 	<p>Heather M. shared that the Excellence Awards are 05/18/22 Meet and Greet is tentatively scheduled for 08/08/22</p>
<p><u>Communication</u> C-David Kia E</p>		
<p><u>Media</u> C-Kate W. Chris K Heather P</p>		
<p><u>Membership /Outreach</u> C-Alex S. Heather M. David C. Heather P.</p>	<ul style="list-style-type: none"> • Membership - renewals 	<p>Alexandra S. asked and offered for people to take on leadership roles. She shared that Tristie G. can take on membership duties as a chair. Kate W. is stepping down - we need a new media chair David C. is stepping down, we will need a chair for Communication. Devin G. is stepping down.</p>
<p><u>Governance/ Bylaws</u> C- Heather P. David C.. Heather M. Alex S. Nita J.</p>	<ul style="list-style-type: none"> • Bylaws from Nov 16, 2021 • Bylaw correction regarding LCAP wording change. 	
<p><u>Community Engagement</u> C - Rosabel A. Heather P.</p>	<ul style="list-style-type: none"> • 5 mins LCAP Review plan 	

Sam T.* Alex S. Tristie G. Devin G		
Wellness C - Jill C. Alex S. Tristie G. Sam T.* Heather O.		
Announcements /Round Table Discussion	Next: BOE Mtg:June 2nd and 16th Next CAC @ June 7 at 6:30 Via zoom	
Closing “Shout Outs” and Adjournment	***	Meeting adjourned at 8:22 p.m.

2021-2022 CAC Goals
COMMUNICATION
Help the Parent Ambassador team gain more community outreach. A brief update will be given to entire CAC and community during Sub-Committee reports.
MEDIA
Work with the District to keep websites updated on a regular basis and make sure parents have access to the most current information available.
MEMBERSHIP/OUTREACH
Continue improving inclusive practices for non-english speaking families.
Work with the district to facilitate the adoption of a more strength-based approach to IEPs.

EVENTS

Educate parents about the IEP process and Parent Rights (procedural safeguards). **video??

GOVERNANCE/BYLAWS

Advocate for special education training to be included in the certification process for general education teachers.

WELLNESS

Promote family self-care and connection.

COMMUNITY ENGAGEMENT

Develop a process to increase Family Engagement in the review/development of SPSAs

Improve Family Engagement and transparency between the District and families (continue district involvement in CAC meetings and events, addressing current concerns from community)

FULL COMMITTEE

Continue verifying the ongoing development of dyslexia programming and services in elementary, middle, and high schools.

Continue to advocate for updated information for the special education community regarding programmatic changes especially including matters of public safety and environmental emergencies to keep our stakeholders included in upcoming decisions.

Work collaboratively with the District on a smoother transition plan between grade levels and/or placement options.

*** Work on systems in Spring to prep parents/students for next phase (events)*

*** Work with Program Specialists to ensure that all students/families know who their new contact person is prior to school starting in fall.*

