



**POWAY UNIFIED
SCHOOL DISTRICT**



Community Advisory Committee (CAC) Meeting

Agenda

Tuesday September 14 2021

6:30pm-8pm

ZOOM Meeting

Meeting Called to Order		
Roll Call <i>Secretary</i> <i>Quorum (5)</i>		
Welcome and Introductions <i>Chair/ Co-Chair</i>	<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> <i><u>The Committee in this section takes no action.</u></i>	

	<p><i>PUBLIC TESTIMONY FORMS</i></p> <p>English: https://docs.google.com/document/d/1RmZWfBKw3Qd7727OYSanT5HpnOwqRKZncLIGc5ocMuU/edit?usp=sharing</p> <p>Spanish: https://docs.google.com/document/d/1wcnGCWD5dp9yRGVpPtOS_f8q1JltBbyVseMY6IR0uoI/edit?usp=sharing</p>	
Approval of Minutes	June 8th Minutes	
District Liaison Report	ESS possible IDEA discrimination	
BOE Report		
CAC-Chair Report	<ul style="list-style-type: none"> Agenda addition dates must be strictly kept so we are in compliance. Also please send them to PUSDcac@gmail.com not to Tristie. THANKS. 	
OLD Business	<ul style="list-style-type: none"> Invitation to BOE 	
New Business	<ul style="list-style-type: none"> Zoom Format thru Nov (discuss action item future meetings) 2021-2022 Goals (See Below) 	

Sub- Committee Reports		
Communication <i>C-David C.</i>		
Media <i>C-Kate W.</i>	<ul style="list-style-type: none"> • Member Bios 	
Membership /Outreach <i>C-Alex S. Heather M. David C. Heather P.</i>	<ul style="list-style-type: none"> • Membership Drive. CAC Membership Application 	
Governance/ Bylaws <i>C- Heather P. Heather M Jill C Alex S.</i>	Bylaws from Apr 2021	
Events <i>C-Heather M. Rosabel A. Nita J. Anna R.</i>	<ul style="list-style-type: none"> • Review of August Meet and Greet • Extra Thanks to Danielle 	
Wellness <i>C - Jill C. Alex S., Tristie G. Sam T.*</i>		
Community Engagement <i>C - Rosabel</i>	SPSA Review	

<i>Sam T.*</i> <i>Heather P.</i> <i>Alex S.</i> <i>Tristie G.</i>		
Announcements /Round Table Discussion		
Closing “Shout Outs” and Adjournment	FOUR COSA's as of this Fall!!! https://www.powayusd.com/en-US/Departments/Student-Support-Services/Special-Education/Inclusive-Practices-(SAI)	

CAC 2020-2021 Goals

Outreach

- Improve outreach to families at individual school sites
- Continue developing and improving inclusive programming, with opportunities for non-English speaking families to receive information
- **Developing site specific parent ambassadors**

Resource collection and distribution

- Sharing and learning about best practices in Special Education.
- **Collaborate with the District to develop a resource library, with information and materials available online for parents seeking information**

Education

- Build knowledge about disabilities to parents, teachers, and community members
- Educate the public about Special Education Law
- Offer a resource faire for families, replete with district and non-district service providers and opportunities to include expanded resources (ie pre-recorded presentations)

Oversight and Advice from CAC

- Provide input to the district about ways to improve the IEP process in addition to specific topics related to COVID-19
- Continue the conversation about mental health services and BASES classroom stability
- **Provide advice and input regarding the Local Plan,**
- Participating in relevant conversations with the district regarding Special Education

- Provide a space for parents to share concerns about Distance Learning and School Reopening Plans regarding Special Education Students and response to COVID-19

2021-2022 Proposed Goals (prefer to simply format and list/not as formal

- Reach out program. Finding a way to reach out to new families in the district who need guidance. Preschool level being a big need for more guidance to resources and navigation through the process.
- Develop a process to increase Family Engagement in the review/development of SPSAs
- Continue improving inclusive practices for non-english speaking families.
- Improved Family Engagement and transparency between the District and families
- Help the parent ambassador team gain more community outreach and coordinate the parent needs and continued partnership.
- Helping parents and staff understand that the IEP is more than a document/contract, that it's a team roster they all belong to. Help bridge that gap, and make sure parents understand who is on their team, including Program Specialist, Director II, etc.
- Working with the District towards making IEP strength driven so we know what the children can do, to push forward instead of negatively focusing on what they can't do and working backwards, and to continue collaboration on improving/streamlining the IEP process.
- Continue discussions around mental health and how to support/educate families and staff; adding in social stories and social story videos for various ages (ex: 9/11, racial issues and world events, puberty -- all issues at the different age breaks that still need to be explained to but in a gentler way for example to an NSH/ASD student)
- Legislative subcommittee to advocate statewide agencies for SPED training for General Education teachers certification be mandatory (not currently happening, even in Master's degree level).
- Work with the District on a smoother transition plan between levels, especially now that NSH classes are mainstreamed. Students transitioning and parents are struggling with the confusion. From pre-registration on into the beginning of the year.
- Working with the District to site websites updated on a much more regular basis (example: Parent Ambassador Page on District Sped page by site names of

Ambassadors and Prog. Specialists but no form of contact (email) link, making online resource library easier, and more readily available to find, etc.

- Offer support and advice in recruiting, training, and retaining instructional aides to improve continuity of services for students
- Continue verifying the ongoing development of dyslexia programming and services in elementary, middle, and high schools
- Continue gaining information for Community on Covid-19 changes in classrooms, and