



**POWAY UNIFIED
SCHOOL DISTRICT**



Community Advisory Committee (CAC) Meeting

AGENDA

Tuesday, August 18, 2020

6:30pm-8pm

ZOOM Meeting

<p>Welcome and Introductions</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><u><i>The Committee in this section takes no action.</i></u></p>	
	<p><i>Roll Call- Laura</i></p>	
<p>Approval of Minutes</p>	<p>Tuesday, June 9, 2020</p>	
<p>District Liaison Report</p>	<ul style="list-style-type: none"> ● Parent Liaison ● Update on Reopening ● Responses from CAC Reopening Survey (copy attached). -- Including Communication team continuation ideas 	
<p>CAC-Chair Report</p>	<ul style="list-style-type: none"> ● CAC Assessment - Returning Membership Roll Call ● Goals 2020-2021 (if time allows) 	
<p>OLD Business</p>		
<p>New Business</p>	<p>SEL -Jill Cooley</p>	

Sub-Committee Reports		
<u>Communication</u> <i>David Choi</i> <i>Anna Quint-Website</i>	Looking for volunteer members -- See David	
<u>Membership</u> <u>/Outreach</u> <i>OPEN</i>	Membership committee member - Heather: Vote on approving alternates to full voting Member status as we had resignations 1 month prior and 2 alternates: Kate Whelan and Gherty Reyes (as long as they are still interested).	
<u>Governance/Bylaws</u> <i>Heather Plotzke</i>	<ul style="list-style-type: none"> ● Extremely important: when an email is sent out to more than 50% of the CAC (quorum), replies cannot be sent out Reply ALL! That “Daisy-chain effect” is considered an internal meeting and is a violation of the Brown Act. If you have a direct question for someone related to an email, please send a separate email to respond or question that person and do not cc the entire committee on the question. Emails for the entire committee need to be information based only and not in response to items. The majority of full committee emails are going to be rare and come from one of the executive team members. They will normally be sent from the Secretary. Thanks, for your patience and understanding. ● Legislative Day Scheduled in Sept has been postponed again due to Covid-19 District will notify me when rescheduled ● Bylaws (Adopted at April 2017 CAC meeting) can be found: https://www.powayusd.com/en-US/Departments/Special-Education/cac/CAC-Bylaws 	
<u>Events</u> <i>OPEN</i>	<ul style="list-style-type: none"> ● SPED Excellence Award Event (TBD) 	
<u>Announcements</u> <u>/Round Table Discussion</u>	<ul style="list-style-type: none"> ● 	

Closing Comments and Adjournment	<ul style="list-style-type: none"> ● Sept meeting - 20/21 Goals ratified, Committee volunteers / finalizations, 	
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CAC 2019-2020 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

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.

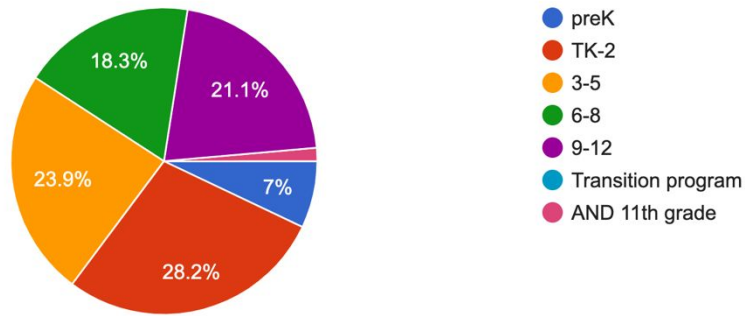
Oversight and Advice from CAC

- Provide input to the district about ways to improve the IEP process
- 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 the conversation about mental health services and BASES classroom stability
- Provide advice and input regarding the Local Plan.

PUSD CAC Reopening Survey
July 28, 2020 – 71 Results
Version 1.0

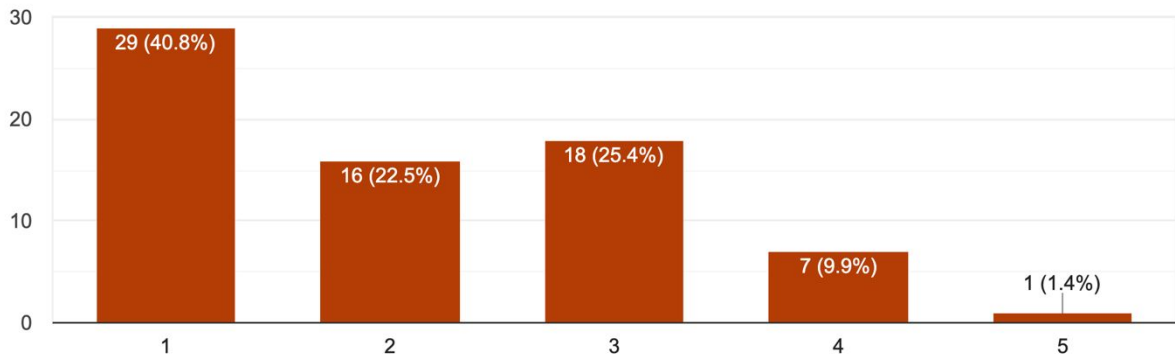
Current incoming grade of child:

71 responses



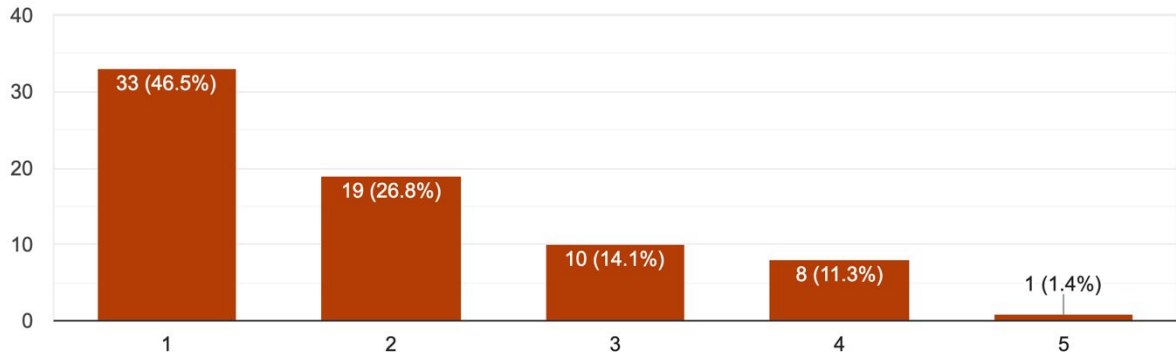
On a scale of 1-5, (1 being poor and 5 being excellent), how well did distance learning go for your child (from March through June)?

71 responses



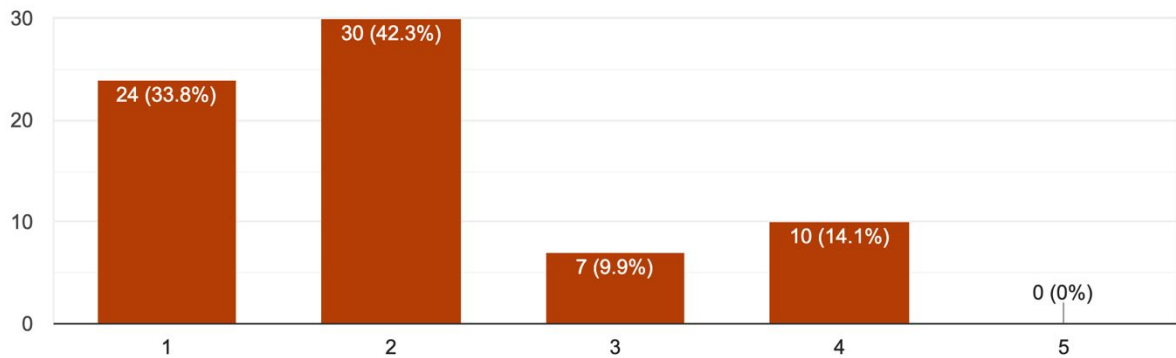
On a scale of 1-5, (1 being poor and 5 being excellent), how well did specialized instruction go for your child (from March through June)?

71 responses



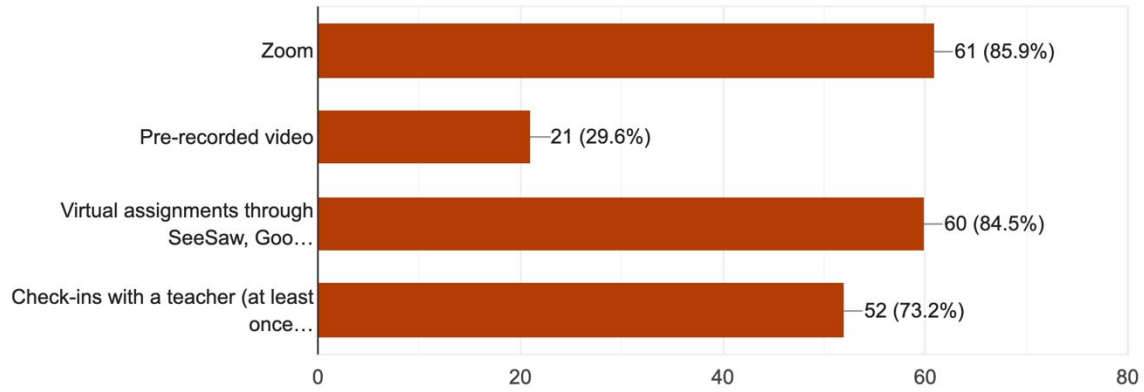
On a scale of 1-5, (1 being substantial regression and 5 being substantial growth), how much progress was made towards IEP goals? (from March through June)?

71 responses



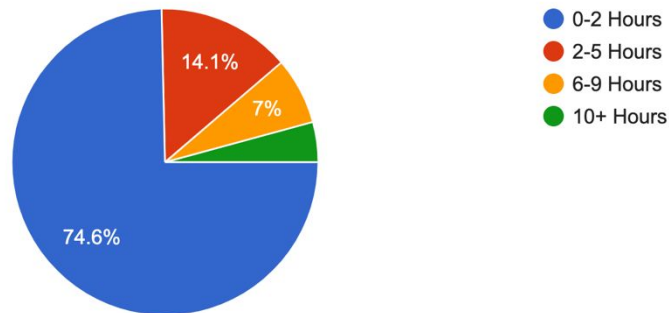
What kind of virtual services did your child receive during distance learning (from March through June)?

71 responses



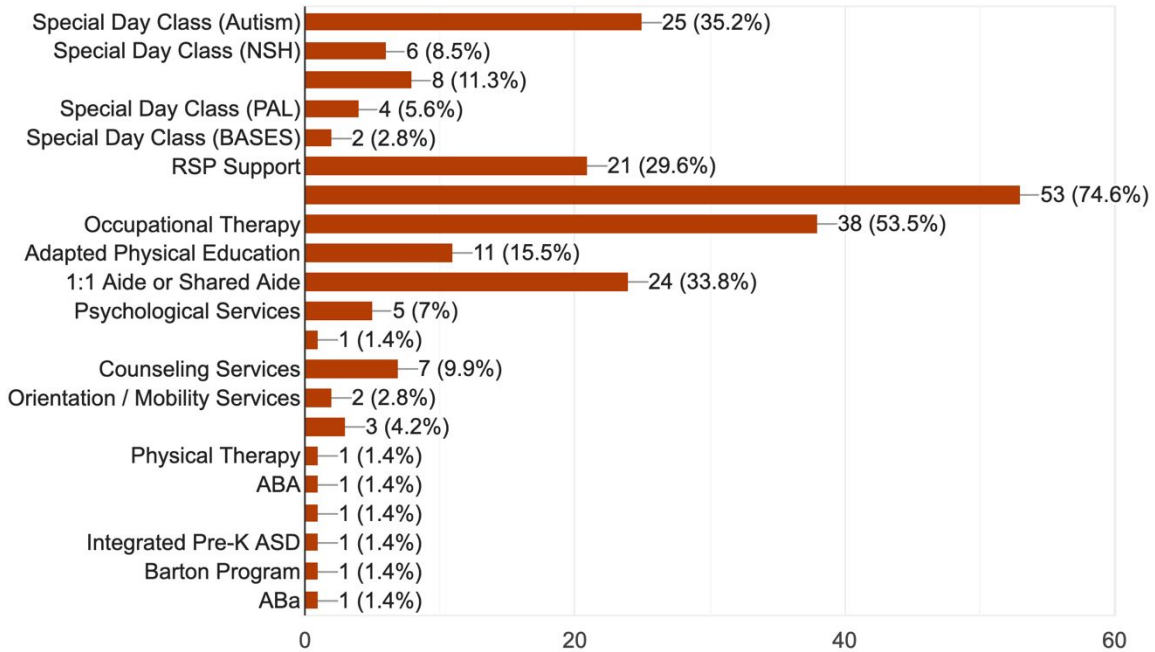
How many hours of specialized instruction were provided weekly (from March through June)?

71 responses



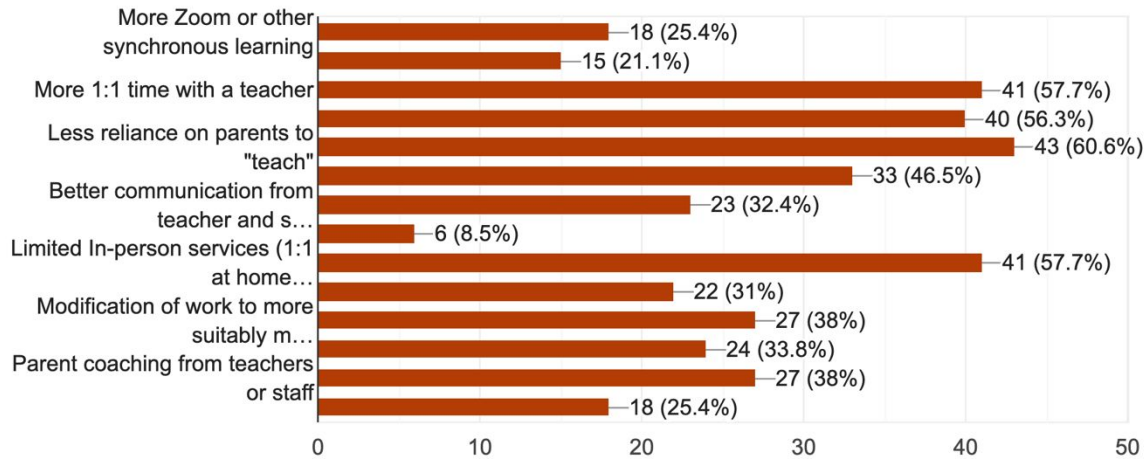
What services does your child receive?

71 responses



Which of the following are the most preferred ways to improve distance learning?

71 responses



- 57.7% - More 1:1 Time with a teacher
- 56.3% - More small group with a teacher
- 60.6% - Less reliance on parents to “teach”

57.7% - Limited In-Person services

What academic model do you prefer?

71 responses



- 50.7% want traditional learning
- 49.3% want hybrid (not offered) or virtual tied to on-campus home school
- 0% want virtual disconnected from home school

While I prefer traditional learning, I expect it to be done with social distancing in place and only with teachers who WANT to be on campus. I'm concerned about mainstream classes being too large to support social distancing.

Teachers give the class online zoom with all the students and also record a summary to parents to be able to recap and explain to our kids in case need it. Please.

There is no info given on how resource and related services will be provide in either in person or virtual academy model and whether it will impact limited gen ed class time. This make it very difficult for parents to decide which model may be better for their kids.

My biggest concern is the shuffling of teachers and students away from their home schools and communities. This is the one factor that provides consistency for students and teachers in this pandemic. Seeing familiar faces in teachers and friends is a tool to be used in this pandemic to get through it and provide one factor in mental well being. The mental well being of students will be impacted when they are detached from familiarity, how do we expect them to learn in this state? I am afraid this will have a negative impact on their academic outcome for the coming year. My son needs to be in the placement that was assigned to him. Whether he is online or on campus, he needs to be with the teacher that was assigned to him within the ASD Basic Program. My son is changing schools, program and teacher. He had the opportunity to be with the teacher assigned to him in the fall for ESY. This was strategically put in place because he thrives on building rapport through familiarity and relationships. The district and teachers worked so hard to form these special education classes, they should not be shuffled. These classes fit the needs of these children as well as giving them teachers who are familiar to them with the credentials/expertise to teach them. How do you plan on keeping special education kids like my son safe with the hands on learning? It will be

impossible to implement mask wearing or 6 ft. distance. What online training will the on campus teachers receive vs. the VLA teachers? More than likely the on campus students will end up online as well, if on campus teachers are not trained in VLA it will impact their education and will not be equitable. All teachers need VLA training to provide all students the promised top quality virtual teaching experience. Teachers are precious especially right now, will they be provided medical grade PPE? If not, how does this protect the teachers who will be touching my child and others? Otherwise we will spread the virus from adult to adult, adult to child, child to child and child to adult. We need collective thought to construct a plan to get through the pandemic. Without a solid plan in place we are losing time to prepare. Given the current state of the pandemic in San Diego and Governor's orders, the current time should be spent on a well built virtual plan that everyone starts off in the district at their home schools and coming up with ideas on how best to help the population with learning disabilities and special needs. The reality is the virus numbers are high and if we delay starting school to spend time building the in person module and even then we can't reopen due to high numbers in September, the district has lost precious time and has not focused on the pivotal issues.

****Very concerned about staying with his school. *** He was new to the district last year and finally has some friends. I don't want him to lose them if we choose online. He needs to make friends and get to know his new providers. We will not go back if he has to sit in a class and not interact with peers.

A primary concern with my child with ASD is focus - distance learning is just not an option. It makes him extremely overwhelmed and in turn becomes unproductive.

I want my child to be in school in person. But we have to be real here. She can't keep her hands out of her mouth. She can wear a mask but will she keep it on? And what about hers similarly skilled classmates? These kids need ExTRA maximal support staying healthy and not getting or transmitting a virus that might be deadly to them (what exactly are the preexisting conditions in kids?) Really small classes, time outside! Given those concerns, online has to be an option. But what will be emphasized in online special day classes, if such things will be offered? But Social emotional development is most important for my daughter with ASD. I can do math and read books with her. I can't teach her to interact with other kids and give her a sense of belonging and community. I want to see some distance learning options that offer that. Ideally online special ed is in the school community she will return to. Our kids don't do transitions well. Maintaining continuity in relationships is critical. In case these plans won't work for our kids I want to know how an IEP is going to work with district sponsored home school. When the virus dies down in San Diego or a vaccine is available, we need to get her back in the classroom quickly. What are the plans to streamline that transition? And what is the immediate plan. I was told by the district to contact my child's case worker. But her teacher is NOT on contract. How will we make these individualized decisions without the usual team in place?

There has not been any communication about how the PAL program, co-taught classes, and learning strategies classes will work this fall. How do we know if the Virtual Academy is a good fit for our son without this information?

Emphasis should be on distance learning with homeschool teachers. It is very important for children to have consistency and familiarity with a teacher (getting to know each other & vice versa),by building an " online" relationship so it is an easy transition when kids go back to the classroom. Most kids don't need the extra added stress of a " new teacher" and for some it takes months to finally get comfortable enough to reach their full potential.

My son requires a 1:1 ABA aide to attend school and complete assignments, how can he receive that support? Its not safe to be on campus right now, but this upcoming school year will be a disaster if I choose virtual learning. I have no good choices.

Distance learning was ineffective for my son's learning style. He needs to be in a classroom and taught by someone who is not a family member. He didn't engage in the zoom meetings and it was very stressful to get him to do any activities. He needs the structure and routine that he gets on campus. If schools can't be in person but daycare is allowed at schools, can there be a daycare program for kids with special needs?

My child is at Abraxas and with them being flexible my child is accomplishing more in two weeks than he did in three months of distance learning. My child a senior who is very behind earned 4 credits in distance learning now with me teaching him after I am done with work at 6pm everyday and him not having to do school in the regular time he is thriving. He has completed 4 credits in a week and a half.!

Will my daughter be able to keep her same 1 on 1 aide if we move to the Virtual Academy? Would the 1 on 1 aide be allowed to come to our home or some neutral location to work with my daughter? Would the 1 on 1 aide be allowed to work remotely with my daughter?

My son might gets walking pneumonia multiple times a year due to a mitochondrial disorder he has

Parents need a lot more support in this time. I need to know, in detail, how to support my child's learning. I need to know what to look out for. I need to know what to aim for. I don't have any education or training in teaching, occupational therapy, speech therapy, social skills training, etc. if we are going to be the only in-person teacher that our children have, we need so many more resources to get up to scratch on how to get our children up to or close to grade level. I don't mind working closely with my child but I want to do it the right way.

ESY was going very well from my perspective prior to switching to all virtual when we pulled my daughter. We are strongly hoping school reopens with in-person learning ASAP. My daughters teacher is wonderful and did her best to accommodate the students this past spring but it was a disaster and my daughter is not able to fully access her education with distance learning. It has to be different this fall. Not sure what we'll do.

They need access to more programs like Lexia, etc that older children have. Interactive online learning as opposed to a PDF to print. Further, the speech and ABA were not even present short of a pdf printable of a speech game to play with them. This was not helpful. It was boring for the kids who already have a short attention span.

My son would have failed all of his classes if I hadn't spent 4-6 hours per day acting as his aide, sitting with him and leading him through his schoolwork. There was little to no academic instruction online. We'd often find comments embedded in bizarre places (like in Google classroom) weeks after the work had been submitted. I did reach out to several teachers for assistance and they were helpful. Some more so than others. (E.g. the humanities teacher was excellent, the SpEd teacher agreed to reduce expectations for busy work and allowed him to focus on his mainstream classes, the Science teacher posted an inordinate amount of work and bizarre locations for instructions. It

took at least a month to figure out why he was being penalized for work he'd submitted, but was listed as missing. The PE activities were ridiculous and I just had him do a workout with me that was more challenging). There was virtually no SLP to speak of and he is supposed to have an hour per week. My son is lonely and his language skills have regressed considerably since he has not been around typically developing peers. That being said, he does well with independent learning with my guidance. We need structure in terms of knowing what assignments need to be done each week, but we should have the flexibility of deciding when to work on them. With the entire family at home, I can't be available to sit with him all day while he attends Zoom meetings. I have to work as well.

I really don't feel that I can make a choice on educational model without knowing more about how special ed services will be delivered in each scenario. We have virtually no information about how this will work. Special Ed parents cannot make an informed decision without more information first.

With the current distance learning option of not being attached to our home school- we students be reassigned to a new case manager?

I know Pandemic learning and Distance learning will look different, but what happened at the end of the school year did not work for my child. He was bored, distracted, and I'm sure he didn't learn anything new--and regressed in some areas.

My opinions are not to reflect poorly on my son's teachers/aides. They did the absolute best they could - this is just not a way for a child like mine to learn or retain anything. He desperately needs 1:1 most of the time and I am not able to do that working full time and having 3 children.

My daughter is non verbal. Distance learning has not worked for her as she doesnot follow directions. I will need a program that has 1:1 interaction for her to make progress.

There is no way to effectively help special education students without IN PERSON interaction. Social distancing makes things WORSE for them, in my opinion!

1. We would like 1:1 aide to work with our kids during virtual learning. My kid's 1:1 aide was used by gen ed teacher to give help to all students and not just for my son has IEP. 2. In addition, resource, speech, OT and APE service times were reduced or not given. 3. Resource and related services needed to be provided to my son for virtual learning as well. The IEP team cut my kid's ESY and related services for this year even though they did not provide full service time during distance learning while my kid has regression.

Until parents know how IEPs will be supported virtually, it is unrealistic to ask us to choose in-person vs. virtual.

Will classes for special needs require a bell to be rang for each subject as written in the guidebook for virtual learning? If it will be, this will be a concern for myself as a parent trying to teach three separate students for different special needs.

I am quite concerned that special ed has yet to be addressed in any of the plans from the district at any level. I would love to know who from special Ed was on the reopening committee. It feels like once again special Ed is an afterthought for the administration. We received no specialized instruction during DL, no direct instruction, no small group work, no modifications in assignment without case manager assistance each week. How will this be different? I spent a fortune on tutors

because no one was teaching. That was in addition to the daily, multiple hours I worked with him. I am so fortunate that we could do this to support my son but it has to stop. It is not fair to all of the other kids. Sped kids need live instruction, small group instruction, not YouTube videos and worksheet packets. The district has lost so much of my remaining faith by throwing our kids into the lions den without committing to a truly safe opening until the governor stepped in. I would like a commitment from Dr Phelps that she will provide a safe learning environment for our kids on campus when they return. And a pledge to base that safe reopening on science and facts, not parent opinion surveys. While we do not have health issues, we are still entirely uncomfortable with her original plan as presented. Please, please do better for our kids. They need to be back on campus, when it makes sense based on numbers. Not opinions.

70% of IEP goals require in person interaction with teacher/ peers. How can we address this and time lost to work on goals from March-June 2020

My son (autism) refuses to sit in front of the computer for more than 10 minutes. He hated the zoom sessions which were geared to those in his class who were more verbal than he is. Not only were they not helpful, he hated them and fought me every time he had to sit through one. He can not socialize online. I would prefer completely academic work and one on one help from his teacher. And less work. I have to sit next to him every minute he is on the computer to keep him engaged and I simply don't have time to sit next to him for more than an hour a day. I wish I did but I don't

Our children have already been through so much. I feel that it is imperative that they get to continue distance learning as a part of their home school with the staff and peers that they are familiar with.

I would like to know how my daughter's iep will be modified for her work if we are going to be digital. We had her work printed and picked it up every Monday as she had a really hard time working on line.

IN-PERSON: For any in-person options, class sizes and ability of preK kids to socially distance and/or keep masks on are concerns. Perhaps weather permitting, outside specialized services could be considered. Face shield and social distancing may help with SLP sessions. FOOD ALLERGIES: How will any food allergy accommodations in IEPs be implemented? For kids with food allergies, ability to bring reusable containers like water bottles and thermoses are important to their nutrition. DISTANCE LEARNING: Although it would probably require more resources, SLP services would probably be more effective 1-1 for 15-20 minutes via Zoom. We'd prefer distance learning be tied to our home school. The staff are familiar with our child and vice versa. Plus, when we transition back to in person (at any level), the consistency of environment and staff would be best for any child, especially one with special needs.

During the spring's distance learning my NSH kid had great contact with teachers. However, no actual instruction happened during these zooms. It was just a check in to see if we knew what to complete. I am a 6th grade teacher in another district, so luckily I had a good sense of what to do. If we need to start online, there must be actual instruction that happens...recorded, small group, etc. I know first hand that doing this is a lot of work for the teachers, but doable. I recorded math lessons, held reading discussions and even did small group break our discussions during the spring distance learning. My kid needs the direct instruction.

Teach kids more social skills

Small group instructions for special needs students with 1:1 aide in an outside setting, if school does not reopen. My child's needs are primarily social-emotional, so being in a small group with other children as well as his aide will help him learn much better than virtually.

Distance learning does NOT work for our daughter. She needs one on one support that we are unable to give due to having other children including twins. We pay high taxes to be in this school district and would appreciate being able to use that money to pay for a personal aid/teacher while she's home. Please provide us with updates PUSD. Thanks.

My son's teacher and other staff are wonderful and did their best with what they had. That being said, a small child impacted by autism cannot receive proper instruction from a parent (particularly when the parent has other children and/or work to attend to). While I recognize and respect the need to open only when it is safe to do so, my son is in a critical time in early intervention and to continue to lose those absolutely essential services will impact him for his entire life. There will be no making up time lost during this final critical year before he starts kindergarten. I hope we can find a way to help these students.

I would very much like my son's Barton program to be offered via virtual learning. My Dyslexic son is excelling in with the Barton program.

My biggest and main concern is that my child's Special Education Teacher knows my children (both of them). If they start the year with someone who does not know them it will create a space in time where loss happens. It takes time for the professional gets to know my children and to be able to work in sync with their needs. This is precious time considering we've already had 6 months of education in a less than ideal situation. Please keep our kids assigned to the specialists they know and whom know them. This must be a part of the plan.

My son's teacher was very supportive and communicated well. It is just very difficult for him to focus on learning with all the distractions of home. He enjoys just seeing others through Zoom even if he won't participate. I feel that it's very important for him to keep his case manager and other staff who've worked with him. I fear that he will be less engaged online if he's just tossed into a group where he doesn't already have connections. I selected hybrid but I would want the staff and students to be protected and safe. Distance learning attached to his school is what I think should happen until it is safe to begin hybrid. Even 1 day a week on campus and 4 distance learning (once the county is off the watch list) I feel would keep him motivated and working at home. I'm also interested how things will workout with his high school being trimesters and the virtual academy was planned as quarters. Have they planned for that at all? The district I teach in was planning for hybrid or online but has switched to distance learning attached to your site until we are off the watch list. Poway should think about this for everyone. Thank you for your work on the CAC.

1. Smaller groups, shorter time. Group speech therapy should be done in pairs, not an online class where the ZOOM lag time just frustrates and confuses everyone. 2. All therapy "assignments" and activities should be given at the start of the week and have a "due date" (the end of the week is ideal) to match the academic classes. It is confusing to have to respond to multiple therapists, multiple teachers, who are all on different timelines. 3. Utilize pre-recorded instruction. This will avoid tech issues in real time that eat into Zoom class. This is also just REALLY great for our kids who need to slow down, pause, rewind, etc. Teachers can still have live ZOOM time to discuss as well but please, please, please help teachers pre-record some things. 4. Please consider in-person, outdoor, short-session (30min 1x/week?) services, for younger children (under 10) who can wear masks. I think this is a good balance of safety and respect for our teachers but an honest recognition

that you just cannot teach autistic 6 year olds certain things through Zoom. I do not mean resuming SDCs full time - just SOME amount of in-person therapy as needed. 5. Aides: I don't know how classroom aides will help students stay "on task" or teach them to socialize with peers. However, aides can still take data (in coordination with parents) on some things online.

The lack of support for the teachers was horrendous. A teacher should not be left hanging like that, without IT assistance and some suitable resources to deploy. Regardless of how well she rose to the occasion, it was clear she was on her own, struggling to do the best she could with her own resources. The classes are already lacking support but this took it to a whole new level.