

SCUSD CAC
7/26/2021
Special Planning Meeting

Meeting Notes

Item 2.2: Planning for 2021-22 School Year

- Dennis: How to handle distance learning and COVID quarantines
- Benita: Some meetings that we set on last year's brochure - LCAP, How to Read IEP, Transitions
- Benita: Should we go back to 2 meetings a month (workshop and general)? Also, what topics?
- Crystal: Was frustrated with inclusivity conversations this year. We didn't get to part 2 of that conversation – actual plan, actions, steps. Also, want next year to be open meetings rather than just presentations from the District like it seemed we had this past year.
- Kenya: How to read an IEP, what do supports look like in a classroom, etc. This is what parents want to hear about. Also, how the district is planning on rolling out learning when we go back to school. Update on LEA responsibility for a plan for remote learning this year – but haven't heard anything concrete yet.
- Benita: We used to have a meet and greet with District staff. We should do it again. First meeting?
- Renee: Underscore Crystal's point around interactive and engaging workshops as a preferred mode.
- Nikki: Teachers and parents are concerned about plans for students who do not feel comfortable coming back to school. Only District plan so far is Cap City which requires disenrollment from special education.
- Lysa: Conversations / workshops around how, as a parent, to most effectively speak with (terminology, chain of command) the IEP team. A lot of parents don't know how to do this and it can be overwhelming and scary.
- John: Plan for distance learning. I know my grandson cannot return to a school site due to auto-immune and heart conditions. So what is the District's plan to provide ongoing distance learning options for parents and children like this? SCTA urged the District to create a virtual academy like Natomas back in the spring, but we were told non-classroom model would be independent study. Not a whole lot of detail on this from the District, especially for younger grades. What about when some kids are able to go back but then are quarantined? Still no answer from District. How will IEPs be adjusted before school starts to identify services through independent study?
- Nikki: Reality in education for a little while at least will be these quarantines.
- Crystal: Monthly update at our general meetings on COVID issues.
- Renee: Regardless of the topic, our community needs to know how parents can access what's available for their kids. In the past the CAC has criticized the District for siloing parents in cloaks of confidentiality. This is random and arbitrary and dependent on the teacher and school site. Maybe as a committee we set up a template and a commitment from district and SELPA to show up with explanations for how to access services.
- Renee: Proposal: Workshop on dyslexia and learning disabilities. Dyslexia pilot. Fact based update on how that is rolling out and what students are benefitting (what schools, etc.).
- Benita: I want answers. But that isn't something we can capture on the brochure. As Chair, I want to set a brochure that identifies what parents want to hear, say, and be a part of. In this meeting, I want to make sure we capture everyone's thoughts on next year's agenda items

rather than having the officers set this after the meeting and maybe miss some of what was brought up.

- Colleen: Something about getting your kid back to school. My school I teach at is already back (year round school). Tips for transitioning back to the classroom would help. I really enjoyed Kevin Schaefer's presentation – but maybe shorter presentations next year with more discussion time would be good.
- Dennis: At the beginning of each meeting, we should reserve time for a COVID update. Also talk about contingency plans.
- Geo: Update at each meeting would be possible, but that would come from student services team – not SpEd. I could get the update and summarize it for the CAC, but if questions come up I may not have the answers immediately. It would also help if members could send (in advance) their questions.
- Erica: It is helpful to identify themes occurring. For example, I'm finding a lot of information shared and a lot of ideas, but narrowing it down to something like a panel of parents discussing return to school would be good. Also, not all parents know about all services available.
- Kenya: Maybe we need another meeting specifically on reopening and the COVID issue. It is well known that our District does not have plans or does not share plans with the public (at least until the last minute). I am appalled when District staff cannot provide us with a plan. We have SELPA director, SpEd director, and district counsel here – all with no plan.
- Renee: Also want to push back to Geo – please think more progressively about what this committee is asking you to do and what parents need. We understand Victoria Flores is the point person on return to school and student support, but this community wants to know about a plan specific for students with disabilities. I support Kenya's proposal for another meeting ASAP. We need to have this conversation now.
- Dawn: As a classroom teacher, I've had kids even during hybrid learning who in certain subject areas need general ed. This is not necessarily inclusion-more integration-but there is no protocol in place for this. We should invite teachers to be part of the process.
- Crystal: Workshop on policies around behavior. What is appropriate or not – what can they kick my kid out of school for? We hear about integration and inclusion (academic side), but I do not know enough about the behavior side. What are the District's policies?
- Dennis: Topic on best practices for inclusion at actual schools or other districts. Also, for each topic we are discussing for the agenda – we can propose ad hoc committees. For example, a committee with a specific short term goal for a contingency plan (including all players: parents, employees, staff).
- Taylor: Meeting agenda item: speech. Having a speech language pathologist speak about various speech issues (delays, childhood apraxia of speech, stuttering, etc.) and what services are applicable to these different issues. Similar to the meeting we had two years ago about dyslexia.
- Sarah: Communication about specific health needs of students with disabilities. More concern from the District coming to this community specifically. Another concern: District reliance on SDCs.
- Benita: Recap topics. Meet and greet. Speech services. MTSS. Learning disabilities (including dyslexia).
- Renee: Another topic. Maybe a regular update item. Use of COVID funds.
- Benita: Let's be sure to remain accessible to all parents. Some will turn to us this year with extra problems getting services if they keep their kids away from the school site.
- Angie: District communication with parents. I can be on a subcommittee. Short term ad hoc group to work on strategies with the district – not necessarily a full general meeting.

- Dennis: Use of ad hoc committees. Agree to discuss this after other agenda items, though.
- Benita: I have the agenda items now.

Item 3.1: SELPA Informational Item

- SELPA will host local plan meetings throughout the year where that is the agenda topic. Will invite various stakeholders including CAC members.
- Crystal: Great plan for next year, but I'm still concerned about the animosity the District has shown to the CAC tonight. Makes it hard to enjoy the message, or to trust it.
- Geo: It's hard to integrate the needs of the SELPA and local plan into the CAC given some issues that have occurred this year, notably meetings that have gone long. No disrespect intended. But the SELPA needs to conduct its business, and it seems that having separate meetings that the CAC is involved in – but not at CAC meetings – will best allow that to occur. This also makes the local plan more accessible to families who have not been involved in the CAC.
- Taylor: Will the CAC have some sort of final sign off on local plan, or are we just advisory within these meetings? Geo: Per the Ed Code, no final sign off. The idea here is to be inclusive of the entire district, not necessarily just CAC. However, we will provide updates to the CAC itself. Another concern is that CAC does not include as members administrators, teachers, etc.
- Dawn: As a classroom teacher, concern about assessments, benchmarks, etc. Plan for the District to address those area this year.
- Sarah: Thank you Geo for taking seriously your role to the community. This was a great plan. Note that the SELPA is responsible for a lot of actions that have fallen to the CAC as proxy in recent years. Glad to see the District is taking on this role now.
- Sarah: Question about timing. Why meetings at 2:30? Parents may be working. Teachers may still be in class. Geo: Staff and presenter availability.
- Renee: Echo Crystal's and Sarah's point. Would like to formally request that CAC representative be included in planning of community learning organizations. Appreciate we are invited, but the CAC knows the community more broadly. Logistical issues like timing are problematic. Efforts will be more effective if CAC can work with you to plan presentations, make sure all viewpoints are fairly represented, etc.
- Motion to have formal CAC involvement in Geo's meetings. Motion withdrawn after discussion. Alternative plan, verbally agreed to, was to have CAC chair work to integrate a CAC rep into these other meetings.

Item 2.1: District Proposal for CAC Facilitator

- Vote taken to postpone this item to a subsequent meeting. Vote passed.