

Irvine Unified School District

Community Advisory Committee (CAC) Minutes

March 19, 2015

Thursday, 9:00am-10:00am

Early Childhood Learning Center (ECLC)

1 Smoketree Lane

Irvine, CA 92604

- Call to Order:** Executive Director, Mark Miller called the meeting to order at 9:00am
- Members Present:** Jamie Brandt, Mark Bartlett, Derek Chinn, Susan Dust, Mary Jane Fuentes, Heather Halterman, Jyoti Madhav, Dawn Watson, Renee Johansson, Dawn Watson, Donna Cathey, Lisa Phillips, Hongyan Du, Terri Hajmohd, Susan Dust, Rene Doyle
- Members Absent:** Saleena Hushwani, Vanessa Jarvis, Hongiun Liu, Wendy Sorensen, Michael Sorensen, YaFang Ting, Robyn Webb, Aliza Yesachar
- Staff Present:** Mark Miller, Erica Hawkes, Crystal Bejarano, Roxanne Borges, Valerie Bueno, Jan Benner, Angela Weedn, Michelle Reynolds, Keena Moro, Millie Mwayi, Stacy Kredel
- Next Meeting Date:** Thursday, April 16, 2015

Adoption of Agenda

Community Advisory Committee Business

1. Opening Commentary and Objectives – Mark Miller, Executive Director
Executive Director Miller welcomed committee members.

Objectives to be met by the committee are:
 - Serve in an advisory capacity for Local Plan, Service Plan and Budget Plan
 - Review and discuss updated SELPA information
 - Participate in workshops related to special needs
 - Act as a resource person to the community
 - Function as liaisons between agencies and families
2. Introductions
Committee members and special education staff introduced themselves to the group, and shared their background/connection to IUSD.
Mark Miller, Executive Director, introduced special education staff and IUSD Board member Barbara Forkish, CAC President, introduced CAC Board members
3. CAC Feedback
 - Parents having difficulty in IEP meetings.
 - Transitions
 - The process of implementing services
 - Communication on all levels
 - Curriculum/instruction
 - Collaboration
 - Support with full inclusions
 - Identifying areas of need

4. SELPA Update – Mark Miller, Executive Director of Special Education, SELPA
 - a. What is the CAC? The CAC is a collaborative partnership comprised of parents of children with special needs, parent so of general education students, educators, and community agencies working together to support activities on behalf of students with special needs. The CAC is a requirement for each Special Education Local Plan Area (SELPA), made by the State to ensure that parents have a voice, and means to be active participants in shaping special education programs and services.
 - b. Mission: The mission of the Community Advisory Committee for Special Education (CACSE) is to improve outcomes for all students by supporting needs-based learning, equal opportunities and appropriate education in the least restrictive environment (LRE).
 - c. Purpose: The purpose of the CAC is to be a working committee that serves in an advisory capacity for Local Plan, Service Plan and Budget Plan, supports activities on behalf of individuals with special needs, and assists in parent awareness of the importance of regular school attendance.
 - d. Why should I attend CAC Meetings? In Irvine we strive to provide not only educational opportunities, but also an opportunity to network with other parents and the educators and administrators that serve our children. We also offer an opportunity for community members to raise concerns, sing praises and to share during our public input time.
 - e. An Effective CAC: A CAC unites parents and professionals, general and Special Educators, agency personnel, and other community members in a common effort to ensure that children with disabilities receive an appropriate education in the LRE. Effective CAC's require the same collaborative spirit that is necessary between school personnel and families as they partner in the IEP process. CAC's can help encourage successful partnerships that will benefit students, parents and the SELPA. CAC's are continually evolving and, in turn, need to be aware that legislation will change, Local Plans may be revised, and communities will continue to grow and change. Effective parent professional collaboration will strengthen the CAC.
 - f. Alternate Assessment Update
CAA – The purpose of the CAA is to give students with significant cognitive disabilities the opportunity to demonstrate their achievement of the Common Core State Standards (CCSS) by taking a test commensurate with their abilities.
 - g. SPED Task Force Report Update
 - i. The full report can be found here: http://www.smcoe.org/assets/files/about-smcoe/superintendents-office/statewide-special-education-task-force/Special_Ed_Task_Force_Report-reduced.pdf
 - ii. Additional materials, including subcommittee reports and an Executive Summary, can be found here: <http://www.smcoe.org/about-smcoe/statewide-special-education-task-force/>
 - iii. The PowerPoint presentation for the SBE is available here: <http://www.cde.ca.gov/be/ag/ag/yr15/documents/mar15item02slides.pdf>

5. March 6, 2015 Professional Learning Day

- a. – Valerie Bueno, Program Specialist, Secondary
 - i. ITP and Service Plans

– Lisa Wilson, IUSD Teacher on Special Assignment, Core,

- ii. Strategies: Presenters from Orange County Department of Education discussed Math strategies that could be considered Tier 1, 2, and 3 interventions. The presenters started by illustrating the connection to common core, and provided a document to help teachers to focus on the core skills within the standards at grades K-8. Presenters then demonstrated how to use each strategy, and provided tools and resources for use in the classroom.

Teachers were able to practice the strategies presented as if they were students. Within ULS, the presenters showed teachers how to use the alignment tool. In addition, teachers were shown how to find lessons and tools directly connected to the standards they are targeting from the alignment tool. Teachers left the training with multiple strategies and tools that they can put into effect immediately. The teachers were enthusiastic about taking the learned tools back to school and implementing them in their classrooms.

– Erica Hawkes, Director of Operations, Preschool and Elementary

- iii. Instructional Assistant Training

6. Special Presentation: The Fundamentals of Collaboration in IEP Development – Crystal Bejarano, Director, Informal Resolution Specialist

- a. Foundational Statutory Guidance for Local Educational Agencies in IEP Development: *Board of Education of the Hendrick Hudson Central School District, et al. v. Rowley* (1982) 458 U.S. 176, 200, 203-04, 207. This case is known as the “Rowley” case. This case states that a student eligible for special education under the Individuals with Disabilities Education Act (IDEA) is entitled to receive access to an education that is reasonably calculated to confer some educational benefit to him or her. The “basic floor of opportunity” provided by the IDEA consists of access to specialized instruction and related services which are individually designed to provide educational benefit to a child with special needs.

The main purposes of the IDEA is to ensure that all children with disabilities have available to them a Free Appropriate Public Education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living. Also, the purpose is to ensure that the rights of children with disabilities and their parents are protected.

FAPE means special education and related services that are available to an eligible child at no charge to the parent or guardian, meet state educational standards, and conform to the child’s IEP. The case that addresses FAPE is *Union School Dist. V. Smith* (9th Cir. 1994) 15 F.3d 1519, 1526. This case states that the IDEA requires a district to make a formal, written offer of placement. The offer of a FAPE must be clear to all IEP team members including the parents.

- b. What is the IEP Process? 1) Comprehensive Assessment and Identification of Unique Needs, 2) Goals and Objectives, 3) Accommodations and Program Modifications, 4) Program Placement and Related Services, 5) Educational Benefit.

The parent does have input into the development of the district’s assessment plan. The parent should inform the assessment team of the areas of suspected disability. The parent has input into

the assessment areas and referral questions; however the individual assessors ultimately determine which assessments to utilize. The district is not required to provide an assessment report in advance of the IEP meeting; however the staff assessors make great attempt to provide the report in advance, when possible.

The district is required to conduct an assessment when they suspect that the child may have a disability under the IDEA. This would be considered an initial assessment. A reevaluation or Triennial is to be completed at least every three years, in addition to when conditions warrant reassessment.

PLOPS – Present Levels of Performance identify the skills and knowledge that the student has attained relative to grade-level standards.

Annual Goals – based upon an area of weakness, a measurable and standards-based goal is developed to address the area directly related to the need identified in the PLOP.

Required IEP Team Members – the team includes the parents of the child, not less than one regular education teacher of the child, not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child, a representative of the public agency, at the discretion of the parent or the agency other individuals who have knowledge or special expertise regarding the child, and whenever appropriate, the child with a disability.

The following four factors are considered in determine the Least Restrictive Environment (LRE) – 1) the educational benefits of a placement, 2) the non-academic benefits of a placement, 3) the effect the student would have on the teacher and children in the less restrictive class, and 4) the costs of the less restrictive setting. Considerations also include academic needs (special education instruction), degree of curriculum modification, curriculum pacing, social benefits, language processing skills, and behavioral needs.

- c. How can I prepare for the IEP Meeting? There are three main steps that parents can take to help prepare for the upcoming IEP meeting. First, be open and ready to collaborate with all IEP team members. Second, review reports and draft goals provided by staff, if available. Third, have your questions ready. For a successful collaboration relationship, remember that there are no poor or wrong questions, and ask for clarification if needed for the IEP process, concepts and/or acronyms used during the meeting. If there are moments in the meeting that the parent feels overwhelmed, it is acceptable to ask for a break or to slow things down. The parent should inform the staff and IEP team members about how they are feeling, while maintaining good intentions. The parent should be open to new ideas, or bring personal creativity to the table. The parent and IEP team members shall work together to seek common ground.

If additional assistance is required after the IEP meeting, the parents should reach out to the appropriate school psychologist and/or principal. If areas continue to be unresolved, the parent should request a meeting and seek further assistance with the site psychologist and assigned district program specialist.

- d. Resources for Parents

Irvine Unified School District (949) 936-5230

Elementary Director of Operations – Dr. Erica Hawkes

Secondary Director of Operations – Melanie Hertig

Executive Director/SELPA – Mark Miller

Director of Informal Dispute Resolution – Dr. Crystal Bejarano

California Department of Education (916) 319-0880
Website: <http://www.cde.ca.gov/sp/se/>

Office of Administrative Hearing (916) 263-0880
Website: <http://www.dgs.ca.gov/oah/SpecialEducation.aspx>

7. Closing

Executive Director, Mark Miller, shared that future agenda topic will include: Transitions. This topic will carry forward to the next Community Advisory Committee meeting.

8. Adjournment

The meeting was adjourned at 11:20am