

IRVINE UNIFIED SCHOOL DISTRICT
Special Education Department

Community Advisory Committee (CAC) Meeting
9:00-9:30am May 9, 2019
IUSD District Office – Board Room
5050 Barranca, Irvine CA

Minutes
May 9, 2019

Call to Order (Chair): 9:04 am

Welcome to Guest

- Board Member (s): Bernadette Ah-Hing, Robin Cowan, Donna Bilimek(shared bios)
- School Board Member – Paul Bokota
- Superintendent -Terry Walker
- Program Specialist and District Staff: Lisa Torkzadeh, Allison Robbins, Melanie Hertig, Erin Ferguson, Amy Ochoa, Stacy Kredel, Lara Pascoe
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Attendance: Introductions/Roll Call 12 (Chair).

Reading of last Minutes: (Chair) Passed our copies for attendees to review.

Approval of the Agenda and Minutes of the last meeting

Agenda:

Motion by: Robin Cowan

Second by: Britt-Marie Buhanan

Agenda Approval passed: Approved

Minutes:

Motion by: Donna Billimek

Second by: Robin Cowan

Minutes Approval Passed: Approved

-Chair reviewed The Brown Act for Committees.

- Eight voting members are required for a quorum.
- State guidelines require the agenda be posted 72 hours in advance to the meeting.
- Meetings are open to the public
- Public Comments are open to anyone & should be limited to 3 minutes maximum.

Chair Reviewed Roberts Rules

- One person shall speak at time.
- Chair runs the meeting.
- CAC Board will differ public comments to IUSD Staff for appropriate follow-up & support.
- Items not on the current agenda items will not be discussed but can be requested to be added to the next meeting's agenda allowing the public notice for attendance.

The CAC invites members of the public to present information to the Committee and the District about topics of interest or concern to individuals. Please fill out a card with your name with your questions and

concerns. We will address these during our open forum. At any time during the meeting, you may hand these cards to any of the district personnel or Committee members. When you are called upon, we request to keep a time limit of 3 minutes per presentation, so that we are able to address as many members as possible. Any questions that are specific to a child or situation, or any cards that are not attended to during this business meeting will be addressed at the next meeting or forwarded to the appropriate sub-committee to support you. Thank you.

Public Comments (Chair)

-Timorei & Donnella Andraos sharing a resource for all by providing DanceAbility for public and home schools.

- Owners and directors of the I am Movement.
- Timorei is a certified dance instructor and is trained in Balanced Body, DanceAbility International and Rock Stead Boxing to aid people with Parkinsons.
- They will add pilates, yoga and tai chi to their offerings.

CAC Chair Report:

- Update on promotional video about CAC, what we do and how we can be an effective partnership with the school district. Coming this summer.
- Resources throughout the district example: IEE's, template letters, forms online. Also, services that are available to students.
- Thank you to the district for communicating with the CAC Board. Staff and Teacher Appreciation Week.
- Leg Day- Linked with Huntington Beach team & IUSD. Fantastic opportunity to speak about special education bill.
- PTA Counsel partnership, PTA counsel willing to partner with CAC for Disabilities Awareness Month. Possible months are October or March.
- Subcommittees- Still in the process of building the team of community members and school officials. Hoping to meet in June.

Director's Report:

- Thanks to The CAC board. Great outreach and building
- Terry Walker –*We need to flex differentiation muscles that are so important and require so much expertise and commitment and dedication. Partnering with parents is a huge part of that, getting feedback, making adjustments where we can and reflecting what we do - and that's what we try to constantly do. The BOE is always diligent, always woven into my annual goals + objectives whether they're facilities, technology and throughout the district. How do we leverage limited resources in an environment in the lowest funded district in the country? How do we take feedback from community + pivot + grow + build capacity? Like most important work, it sometimes does have bumps. It's part of being here and doing that.*
- Paul Bokota IUSD Board Representative welcomed
- Staff Introductions
- Website Procedural Safeguards have been added in different languages: Farsi, Korean, Spanish, Vietnamese
- Monthly Awareness Months (Autism and Mental Health) are now listed

- Childcare –District is looking to finding a location to provide a childcare service for a range of committee meetings in the district, but a location has not been finalized yet
- Legislative Day- May 1, 2019 AB 428 Medina Bill CAC advocating
 - Three parts-1) equalizing the funding, 2) preschool funding, 3) funding for our students with substantial disabilities.
 - Met with staffer for Steven Choi, Cottie Petrie-Norris, and Legislative Aide for Senator Moorlach
- Annual Budget Plan and Annual Service Plan Workshop was provided to the public April 24, 2019 for the 2018-2019 school year information. Current Annual Service Plan & Annual Budget Plan were briefly explained. IEP's primary drive the budget and service plans. The drafts require Board Approval after the June 25th presentation.
- Student Celebration: Student at Woodbridge HS put together a plan and submitted to the Special Olympics for a Unified sports grant where student athletes help other student athletes access competitive sports. Woodbridge HS is now a champion school. The School Board is looking to recognize the student.
- Other Department Updates:
 - ECLC preschool has the highest concentrated IEP site in the district with 350 students. Erin Ferguson will be coming in as a Program Specialist to provide support.
 - The autism specific program will now have the continuum to serve students in the same school from K-6th grade to serve except Eastwood only (because no little kids are coming in).
 - LCAP study session: All 2017-2019 received one-time dollars and were used for technology (iPads), so those dollars were not represented in the figures. Embedded in the LCAP are a lot of supports - support for professional learning community, SpEd TOSAs (4), tutoring programs, other tech supports, mentors, PLC lead teachers - SpEd is part of those initiatives in the district. \$150k goes towards a program called Goalbook which supports teachers in writing appropriate goals for the students with instructional strategies that are UDL based and match teachers goals with instructional practices that align with where their instructional levels are
 - The district serves 3, 300 students with IEPs. Most IEPs can be conducted with one meeting, however a second or third meeting can be scheduled in advance. Going to help remind the staff moving forward.
 - We support inclusive practices, absolutely. The district has a philosophy of continuous improvement. We can look at strengthening our ability to provide staff with the tools that they need and to provide inclusion opportunities for our kiddos. The district staff have been through many presentations on inclusion this year. On the slide presentation, there's a graph with percentages of CA + OC on inclusion *for specific learning disabilities* (this does not include children with autism or intellectual disabilities). It's inferred that Irvine is at 67% (the number of students who spend more than 80% of their time in a General Education setting).

PRESENTATION: Equity & Access for All: Developing a Universal Approach to support Students with Disabilities by

- Dr. Audri Gomez (Associate Director of Thompson Policy Institute at Chapman University, primarily research & teach, also teach at CSUF as Adjunct Professor, taught

at Newport Mesa then Special Education teacher then administrator role and coordinator 'til doctorate then went to academia)

- Dr. Aja McKee (Asst. Professor at CSUF and CalTASH board, was IA, GE PreK teacher, Special Education for under a decade, Program Administration, certified in Assistive Technology, certificate in Special Education Advocacy, work primarily with early childhood credential students and masters/doctoral students)
 - Highlights:
 - Inclusion is Students in the General Education setting for 80% of the day
 - Specific learning disability is average cognition so more significant disabilities such as autism and intellectual disabilities has a 4% state wide inclusion rate
 - Practical Strategies
 - UDL Universal Design for Learning
 - California Department Education Overview of Parent Rights www.cde.ca.gov for parent rights: participation, consent, receiving Prior Written Notice, refuse to consent, non-discriminatory assessment, Individual Educational Assessment, filing a due process complaint, Access to educational records, accessing mediation,
 - Resources:
 - *The Inclusive Education Checklist* by Dr. Richard A. Villa | Good book for educators + parents to know what good inclusive practices look like.
 - *Becoming a Great Inclusive Educator* by Scott Danforth
 - *Beginning with Disability, A Primer* edited by Lennard J. Davis
 - *Young Exceptional Children, Monograph Series No. 2, Natural Environments and Inclusion*
 - *Hard Truths uncovering the deep structure of schooling* by Barbara Benham Tye
 - *Achieving the Complete School Strategies for Effective Mainstreaming* by Douglas Biklen
 - *Environment*
 - *Enacting Change from Within: CCSS Creating Access 1) Accommodations 2) UDL 3) Assistive Technology*
 - **5 day workshop with educators with 300-400 educators for Thompson Policy Institute** | 10 per district to a 5 day workshop with the authors of the book: Dr. Richard A. Villa starting in October - teams of 10 per district come out!

Next Meeting:, TBD 2019

Adjourn Time: 11:08am

Motion: Donna Second: Robin