



Corona-Norco Unified School District Special Education CAC Meeting Minutes

August 17, 2023, 6:00pm - 8:00pm

6:00 Call Meeting to Order/Roll Call

Members in Attendance: 9 - Randa, Mystie, Amy, Dawn, Andrea, Jami, Linsey, Alyssa, and Violette (virtual) arrived late

Excused: 0

Unexcused: 1 - Casey

<u>CAC Committee Board Officers</u>		
Randa Fletcher	Chairperson	<input checked="" type="checkbox"/>
Mystie Hamelin	Vice-Chairperson	<input checked="" type="checkbox"/>
Amy Paine	Secretary	<input checked="" type="checkbox"/>
Violette Cortez	Community Relations	<input checked="" type="checkbox"/>

<u>Board Members</u>		
Dawn Rust	Administrative SELPA Director	<input checked="" type="checkbox"/>
Andrea Neptune	Parent	<input checked="" type="checkbox"/>
Casey Bomgaars	Parent	<input type="checkbox"/>
Jami Merchant	Parent	<input checked="" type="checkbox"/>
Linsey Krauss	Parent	<input checked="" type="checkbox"/>
Alyssa Garcia	Parent	<input checked="" type="checkbox"/>

Others Present: Kelley Gelzleichter, Administrative Director-Special Education, Sara Young, Attorney for the District; Evelyn, Translator for the District; Glen Gonsalves, Assistant Superintendent Human Resources; School Board Members: Dr. Lalas, Stacy Nicola, Chris Raahauge

6:00 Adoption of the Agenda

Vote:

- Motion to adopt the Agenda: Jami
- 2nd: Linsey
- Discussions/Changes: N/A
- Vote: Yes: 8 - Randa, Mystie, Amy, Dawn, Andrea, Jami, Linsey, Alyssa
No: 0
Abstain: 0

Motion passed to adopt the Agenda



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6:01 In-Person Meeting

1. Who will need to be remote/absent for September? Mystie will be remote and Randa will be absent

6:01 CAC Board Comments

Vote:

- Motion to move CAC Board comments after SELPA Update: Jami
- 2nd: Mystie
- Vote: Yes: 8 - Randa, Mystie, Amy, Dawn, Andrea, Jami, Linsey, Alyssa
No: 0
Abstain: 0

Motion passed to adopt the Agenda

6:03 School Board Member Comments

1. Stacy Nicola - Thank you to the attendees who came to support their children's education. Understands there are some struggles at the beginning of this school year. Here to support all the parents and students. I'm here to listen and to hear what parents have to share so I can take that back to the school board.
2. Jose Lalas - Echo what Stacy said. Interested in the CAC committee and how the development of the inclusive policy is going.

6:10 SELPA Report - Dawn Rust, Administrative SELPA Director

- 2023 - 2024 SpEd OrgChart
 - Currently the SpEd Dept working on the org chart. If there are any concerns about your children, parents should contact:
 1. Child's Teacher
 2. Principal at the school site
 3. Program Specialist assigned to each school site - principal would know who your child's Program Specialist is
 4. Over Program Specialists are 4 coordinators - 2 oversee the Elementary school sites and 2 oversee the Secondary sites.
 5. 2 directors - oversee the whole program
 - We are looking at adding a directory of all staff with their contact information to SpEd CNUSD website. Aren't sure how to put the schools that everyone is assigned to. Looking for feedback on how to best see this information.
- CNUSD SIP goals
 - The department's goal is to support inclusive practices within the district. We have done a lot of training through the UDL for all of our staff within the district. KT Novak has come out to do this training for us.
 - The SIP team is supporting a few sites in co-teaching located at Roosevelt High School, Norco High School, and Corona High School.



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- This year through the SIP grant there will be a 4 part series on co-teaching starting in September. It will focus on co-teaching partnerships, the models of co-teachings, co-assessing, and co-teaching in action. Co-teaching in action will be for partners who are interested in co-teaching - Gen Ed teacher + SpEd teacher. This will start in February.
- Any feedback on inclusive practices would be welcome.
- New para educator assignment structure, Glenn Gonzalves, Assistant Superintendent of Human Resources.
 - Historical context: Para educator staffing is critical to the service we can deliver in certain settings. 2008-10 hiring freeze specifically on the para staffing and relied heavily on subs. 2014-15 we worked with FICMAT, a state agency that works with districts on doing fiscal analysis on different programs and staffing. FICMAT evaluated our special programs across the district. A significant thing that came out of that study was the acknowledgment of paras classification was all over the place. We had 23 identified classifications of para educators with different job descriptions that were out of date or didn't speak to the roles they were playing. Undertook with our partner, CSCA, a classification study of all classification but paras were a significant part of that study. In 2021, we completed that study. We distilled those 23 classifications into 4 very specific classifications of paraeducators at special ed with updated job descriptions. Truly allowed us to identify what our paraeducators 2, 3, 4, and 5 needed to now be able to do in all our different settings. Recently, looked at how paraeducators' staffing was distributed across the district. It was still all over the place for a lot of historical reasons. We had to look at where all our permanent paraeducators are in each classification and how we can best distribute that resource across all our classroom settings. Additionally, what is our additional supplemental staffing that we need to do to meet all the needs of our students.
 - Current numbers: Last year we had approx. 820 SpEd paraeducator positions in the district. 540 were permanent staff - hired and our employees. 280 contracted staff which is still part of the result of the hiring freeze back to 2008-10. Hire all 820 staff as CNUSD permanent employees. This year we have the same number of employees, 820. We looked at those 540 permanent paraeducators in the district. Some schools had all permanent paras that were assigned to them and some schools maybe had 1 or 2 and the rest were supplemental staffing with contracted agencies. We knew our employees were best trained and so we looked at increasing the presence of our permanent staff by increasing the base staffing. Increased the ratios in all our classrooms with base staffing. Then contracted and currently contracting supplemental staffing to fill all the needs in the classrooms. We work with special ed on where those needs are and make sure we are getting the staffing there.



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- Aspirational goals: We want to build and maintain stable teams of teachers and paraeducators at all school sites using our own employees. We want to ensure all para educators are trained to increase the hours of our paraeducators at all sites and SpEd. Outline our training schedule on Wednesdays (early out/late start). Want to institute supplemental staffing that gives us flexibility and that can go where the needs are. Challenge - external factor - recruitment and retaining of our paras. We need support from our community to retain the best out there.

Questions:

Mystie on behalf of the CAC Board parent members:

1. Who in the District is responsible for the restructuring and who was part of its development? *HR and Development who worked with FICMAT and special ed, teacher's association, CSCA*
2. How long has the restructuring been in development prior to the beginning of this year? *2021 FICMAT study - reclassification of Paraeducators*
3. Has this model of Paraeducator support ever been implemented in any other school district and if so which ones? *Yes, it's a common model. In other districts: Riverside Unified School District, Capo, Saddleback. FICMAT recommended.*
4. Has this model of paraeducator support been legally defended in any other District? *Yes per Sara*
5. What is the District's plan to rebuild trust with its families after the breakdown of how the beginning of this year played out? *Being able to talk in forums like this will help. It's lines of communication and understanding of what we are talking about when we talk about base and supplemental.*
6. If the restructuring of the paraeducator support model is not working safely in a classroom and the teacher requires additional support, what can they do to get the support they need? Who is responsible to get them that support? *Anytime there is a need that is identified in the classroom, go through the IEP process.*
7. How was the rollout of restructuring paraeducator support decimated to school site staff? *In the spring through the summer*



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Andrea:

1. What is your familiarity with IDEA - laws for SpEd? We go into it with the district with the thought that that's what is going to be implemented and we hope our child's best interest is at heart. Concern that HR has made a lot of decisions about my kid without knowing a whole lot about IDEA? Who was the person who looked at the individual needs of these kids because the providers have various skill sets and children have a certain set of needs? This is not aligned. Where did this communication break down? Who made these decisions on who was going where and was IEP even looked at? **Primarily by classification which has job descriptions, work with SpEd on where the programs are located. Ultimately, similar to classroom teachers. HR doesn't know which children are assigned to each teacher. HR relies on sites to make the matches. HR would receive a call from sites needing staffing adjustments.**
2. Was there a discussion with the school sites to communicate this change was happening before the first day of school? **We met with all Site administration at the elementary and intermediate schools regarding the staffing they are receiving. Typically, the site will communicate with the specific families this will affect. Glen is unsure if that did happen. From HR's perspective, the school sites should have communicated to the families.**

Randa:

1. When you uproot an aide from a special ed child, you are causing a lot of stress to their life. Sara told us to add it as a new agenda item to discuss further.

Jami:

1. What does a principal from a specific school site need to do to ensure that a contracted RBT aide is available for field trips for their assigned student? **The principal needs to reach out to HR for coverage.**

- NPA ABA Aide contracting plan, Dawn
 - The district continues to have contractors with non-public agencies to provide para-educator aides
 - In the master contract, there is the expectation of data collection. No specific way for data to be collected.
 - Linsey: How do you determine what agency goes with what child? How do you determine which child gets which type of agency? **NPA has to have qualified people work for them which is part of the master contract. The difference between the paras is dependent on the agency and what is needed by the child's IEP. Needs to be clearly defined in the IEP what type of NPA is needed for the child.**



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- Update on UDL, Kelly G
 - The Ed services team is working with the Novak company. Several trainings were open to teachers who wanted to come. Many TSAs attended those workshops. One large webinar was open for all teachers. Also, there was an opportunity for online training to do on their own. This year will continue trainings. 4 middle schools (River Heights, Ramirez, CFIS, Auburndale) worked with one of the Novak consultants on the ESTA (?) which was some of the beginning of the training days. Kelly will get clarification and bring it back next time. Looking forward to the work with UDL and supporting teaching practice across the district.
 - Andrea Question: Has any school site accepted the challenge to become the model school sites to incorporate it site-wide? **Trying to still learn a lot more information. Last year the opportunities were more voluntary for teachers wanting to come to training. This year we have sites that are looking for school site opportunities.**
- Update on Standards-based grading, Dawn
 - Newly named: Fair and Accurate Grading practice - Dr. Douglas Reeves (researcher, leadership, and reform in education) presented at the year-round schools in July and then the rest of elementary in August before school started. His message was about providing feedback that is fair, accurate, specific, and timely. He will present it to secondary teachers in October.
 - Elementary revised report cards which will provide details and specific feedback to students and parents on student progress towards grade level standards are in phase 2 in revisions.
 - The department will continue to gather teacher feedback and the final draft should be completed by the end of this calendar year. This assessment and grading will be embedded in the content of the professional development to assist in making that shift from grades to the numerical representation 1, 2, 3, and 4. Implementation of the revised report cards will hopefully be in the 2024-25 school year in the Elementary. Only focusing on elementary. Secondary would be harder to do because grades lead to college.

6:46 SELPA UPDATE

- Local plan - is up for revision and is due to be submitted to the California Department of Education in 6/2024. During the spring, the local plan committee will meet to discuss revisions.



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6:48 Board Comments

1. Randa

- Thank you to the School Board members that attended and are supporting the CAC.
- I wanted to express my disappointment at the lack of communication and progress in updating the special education website. I have reached out numerous times this summer to try to meet to update it so it would be updated by this school year. There are many parents that can't get the answers from administration, resource teachers, and case carriers. It would be nice if there was a site to go to instead of calling the SpEd dept on who I need to talk to. I would like a date and time for the next meeting within the next week.
- Congrats to Jami for announcing her running for the school board.
- Welcome Alyssa to the CAC board
- I'm concerned about the greater friction between families and the SpEd dept with this restructuring of aide support. The district created a link to the information about this and one Q&A is shocking. "Why wasn't I informed before school started that my student would no longer have their previously assigned paraeducator?" The response was "It is not the district's practice to communicate changes in personnel." All parents are allowed to know who their teachers are a few days before school starts. It would only make sense to do the same for aide support. With aides, students need to be primed. The aides need to know the support and services the children need.

2. Jami

- Feedback from a couple of administrators - There seems to be an influx of new enrollee special ed students showing up to school sites that are severely impacted and are not in an appropriate setting at all. An example: First grader nonverbal, with a tracheotomy, and in diapers. She was enrolled and carried to the classroom by her mom on the first day of school and the teacher said she was not comfortable with this student in her class and had no way to support her. The principal talked to the district. The district said they didn't meet the deadline and didn't get their child assessed so the child has to start in the gen ed class. Then go through the assessment process regardless of what the need is. The principal assisted this mom to put this child on home hospice while they go through the assessment process. There are 4 other students that are not toilet trained, and nonverbal at the school site that has no SDC or resources to support them. The school admin is being told by spec ed that they need a para to change the diapers or she needs to figure it out on her own. Is this a new policy or what is the direction the parents need to do to ensure they are getting the services while the assessments are being done?
- RBTs field trips - why does this need to go through HR when the child already has an RBT as a classroom aide?



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3. Andrea

- I am disappointed that we do not have a spec ed org chart. We put a request in a couple of weeks ago. Feels frustrating that we requested way in advance and parents are asking for this information. Then when they call spec ed no one can not get a clear answer. It's a complicated process.
- Echo everyone's disappointment in terms of the aide situation and breaking the trust to this degree.

4. Mystie

- The CAC board has been struggling for a number of years to try to get our name known and respected in the district. So tonight having 3 school board members present is a huge win for our students and families.
- For all the families/attendees here to represent their children, thank you for coming

6:55 Public Comments (Non-Agenda Items)

1. Lilia - Son is an 11th grader at NHS. Been in SpEd since 2009. Most teachers would describe him as happy, hardworking, and a ray of sunshine in the classroom. Up until now, we have had great communication and most of his teams have been receptive and collaborative. Our goal has been for Samuel to be fully included in the gen ed setting with support from an SCIA until this year when I reached out to the dept of SpEd 4 weeks ago regarding the potential of his one on one being reassigned. I requested his aide of 2 years in the high school setting continue to support Samuel at NHS through this year. My intention was that his team would be allowed to implement his independence plan. My emails and phone calls were all ignored. At the start of the school year, my son was assigned an NPA RBT as his aide and I never requested an NPA. Registered Behavior Technicians (RBT) are governed by the Behavioral Analysts Certification Board (BACB) and the training to become an RBT does not include training in inclusion practices in the school setting nor require training in differential instruction, accommodations or modifications. The school setting for my son is beyond their scope. Essentially my son was given an unqualified aide while his aide who has been specifically trained for him has been reassigned. The decision to reassign my son's aide was a flipit decision by the school district which did so without compassion, care, or understanding of my son and his aide. My son is suffering every day because of this decision. His mental health has been declining. The confidence he has built with his aide over the last 2 years has been diminishing. Interfering thoughts has increased my son's mental health issues and he blames himself for this change. He continues to ask questions about why this has happened such as how am I going to learn, am I going to graduate high school, did you email someone, etc. Decisions made by the school district affect the students. The students are not numbers, names on a roster, or student numbers. They have feelings, goals, and trusting relationships with people who support them on a daily basis.



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2. Carlos - Echo Lilia. The matter in which this decision was handled has treated my son as if he is inconsequential. The district assumes no responsibility, The district has responsibilities to my son to provide him with an education in the gen ed classroom. The trust in the district is broken. My son and his aide have spent 2 years cultivating a relationship with his peers on campus. The RBT aide impacts him negatively. What makes it worse is that his aide for the past 2 years continues to work at NHS but is not allowed to support him. Mr. Gonsales, his aide of 2 years, wants to continue to support him and never asked to be reassigned. I request that his former aide be reassigned back to him before he regresses further.
3. Samuel - I'm 16 years old and a junior at NHS. I'm here to talk to you about Mr. Ralph. Mr. Ralph has been my aide for the last 2 years. This year he is not supporting me and this made me heartbroken. I'm very sad. No one let me know that Mr. Ralph was not going to support me this year. I want to get Mr. Ralph back because he helps me learn flashcards, understands all my school needs, and helps me better communicate with my teachers and fellow students. For the last 2 years, Mr. Ralph has been more than just an aide to me. He has helped and guided me to become a straight-A student. I really miss Mr. Ralph. I don't understand what the problem is why he was taken away from me as my aide. So I am here to ask that Mr. Ralph continue to be my aide until I graduate high school in 2025. I'm a good student, I love school, and I have never ever been in trouble. Please have Mr. Ralph be my aide again. Thank you all for listening to me.
4. Andrea - here to be her daughter's advocate. Mrs. G you know Julia very well. It came as a surprise when we found out that her aide will be changed. I called and called and emailed the SpEd dept many many times. Finally gets a call from Dr. Lee and she tells me there is nothing she can do. My daughter is a freshman at Santiago HS. She walked in and there was no one there for her then found out the RBT assigned to her was a male for that day. What appropriateness would a 14-year-old girl with autism, who is nonverbal would that be ok ever? There is her aide (sitting in the audience) of 5 years who has loved her since the rocket program. Never once did she get a phone call. She called HR. She's a 4 and is willing to go down to a 2 to stay with my daughter. You are going to lose her. She wants to be with my daughter. You can't give us one IEP for everybody. My daughter has her own. Ask her (aide), she knows. You (Kelly G) were her principal for years, you know who she is with her and who she needs. Not someone from Stepping Stone, not someone for the day.



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5. Laura - My daughter is a 2nd grader who transitioned from Victress Bowers. That's huge to be able to transfer to a comprehensive school site. She has tumors in her brain which causes her to have constant seizures. She is to have a one-on-one medical SCIA. We were so happy she was going to a comprehensive school site. No one showed up. Called transport - the district didn't supply an aide. Called the school - I have no idea what you are talking about. Called the district SpEd program specialist - I got transferred several times - finally talked to Kristen (PS) and I pray that she learns to have more compassion because I think she is in the wrong field. I spoke with her for 45 minutes. Yet my child has not been to school because the district thinks her safety is negotiable. So shame on you. It is disgusting. I'm so disappointed. I'm an active person in my city. I love my city. I heard horror stories about IEPs in the district. Thankfully we were at Victress Bowers which has an amazing support system. We go into a comprehensive school site, now we are just a number. Actually, we are a dollar amount. My child has not been in school after defying every obstacle given to her in her life because the district can not provide a medical one-to-one SCIA to help save her life. I don't know what the purpose of an IEP is, why is it outlined if you aren't going to adhere to it. Transparency and trust are zero. I'm ready to go to social media, to the media, and call you out. It is unfair for my daughter to not be able to go to school with reasonable accommodations that were already requested, assessed, and approved. And, nobody has shown up for her. Now she's home.
6. Fanny - wants to address the recent restructuring of the para educator staffing. Extremely distressing and disappointing. My son transitioned to middle school with no aide. His past aide was a great individual and worked consistently with him. I am still waiting for an aide. I have reached out to the teacher, and SpEd, and no answers yet. This is very frustrating and distressing. There is a lack of transparency by the district and commitment to inclusion for our students. I hope we can receive some action today. It is important for our students to thrive and be successful.
7. Alejandra - Elijah is a severely disabled child. He has had a wonderful aide for over a year, Ms. Maria. I am shocked and frustrated because his aide is not working with him. He has made great progress with this aide. Other aides have given up on him. But Ms. Maria has helped him, trained him to use the bathroom, she works with him daily and she is not there anymore. Sabrina at the district said it wasn't the district's decision. It was the decision of the school. He goes to Orange Elementary. The principal wasn't available. Spoke with the AP said it was the district that made the decision. He has seizures, scoliosis, autism, and over 10 diagnoses. We want consistency with our special education children. It is frustrating no one is getting answers. The new aide has no experience with their son's needs. So he is regressing and we don't want that. We want to move forward. He learned a lot with the last aide. We hope everything changes back.



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8. Liz - My daughter, Melissa, had the same aide for 5 years. Her aide was very good. She transitioned to Gen Ed last year and is already on the honor roll. This year she was given a new aide this year and that person has no idea how to work with my daughter. Already regressing. Has reached out through emails to HR and contact with Kelly G. I feel my concerns are being minimized. Do not want my daughter to regress and go back to SpEd. There is no communication and the district does not know how to treat our children. I am watching and recording everything. You will hear from me a lot.
9. Mary - My son is in the adult transition program. As of today, I haven't received notification that he has an aide. He has been with the same aide for the last 7 years. My son is autistic, severe, and can not communicate. Has developed OCD and aggression in the last few years. Home has been chaotic. No issues at school. That tells you the aide is doing their job. His teacher doesn't know him. His previous aide is in the classroom but not assigned to my son. I don't think this is right. He has 2 more years. In one day a lot can happen - safety issues. This is not right and is not fair.

Official Business

7:25 General CNUSD Updates

1. LCAP Meeting Update - Mystie
 - Would like to continue on the LCAP Committee. Request dates for LCAP meetings for the remainder of the year from Dawn or Kelly.
2. Superintendent Meeting Update - Andrea
 - Didn't get feedback on any outcomes of breakout group discussions. Would like to volunteer again to continue. Would love that group to actually feel like what we said got heard/implemented in some way. Dates of the meetings will be sent out at a later time.
3. School Board Update - Violette
 - Thank Stacy, school board, for recognizing Mystie and for meeting with her about our children with special needs.

7:30 Inclusion Webpage Update - Andrea, Randa

- The content isn't updated, but the old content is gone.
- Members will be a new program specialist, Kelly G, Sandra Denzler, Andrea, and Randa



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7:35 Inclusion Policy Update - Andrea, Mystie

- Meeting on Friday, 8/19/2023
- When looking at the equity policy, there was language missing specific to children on IEPs. Important to include that language in the equity policy. Agreed on language, going to the cabinet for input, then to the school board for approval. Need to add something about adding accountability to the % of students in the least restrictive environment.
- Bill passed last year - SB-692 requires us starting in November 2023 we have to start publishing inclusion %s on the dashboard and it has to meet the federal laws.

7:40 Meeting Accommodations

- Coffee Talk flyers go out to IRC. They want to make sure we have accommodations for blind and/or deaf students. Need to add Dawn's secretary as a contact to arrange for interpreters. Give 2-week notice. Sara recommends adding to the website if you need accommodations for any reason, contact "Dawn's secretary".

7:41 Student Placement and Program Options - **Table for next meeting. Put under SELPA**

- Discuss SDC classes offered, specifically "Basic", "Essentials", and "Life Skills"
- Discuss different diploma options that correlate to Specialized Academic Instruction (SAI) courses

7:42 September/October Parent Training

- "How to Advocate for Your Child"
 - Wendy Dumlao, attorney.
 - In-Person training event
 - Her availability is 9/28 from 7-8 or 10/5 from 7-8.
 - Randa will discuss this with the Parent Center. Can either arrange for in-person at the Parent Center or at district offices in the J building.

7:43 CAC Committee Updates - open discussions on committee positions

1. **Inclusive Practices** - Andrea
 - N/A
2. **Parents Helping Parents** - Andrea, **Linsey**
 - Remove Linsey
 - A lot of parent outreach from the beginning of the school year.
 - A Parent reached out, with extreme safety issues. Helped parent put language together and made sure she could express that to her IEP team regarding allergies and because there was no one with her child, he was found wandering around the pool at school. Safety was in jeopardy. I immediately contacted the program specialist. A resolution was come to but is an example again of this SCIA staffing issue.



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- Unsure of how to help with this situation. Continue to let them know to document and contact the district until you are heard.
3. **Membership & Outreach** - Randa, Violette
 - Will work on redoing the membership application
 4. **Research**
 - N/A
 5. **Legislation** - Casey, Dawn, Jami
 - Add Jami
 - AB-611: signed by the governor in July 2023. Will become effective Jan 1, 2024.
 - SB-445: translation services. Passed in the Senate and is now in the Assembly.
 - AB-1466: Restraint and seclusion reporting. Passed in the Assembly and now is in Senate.
 - Randa asked: Will SpEd go to leg day next Spring? Dawn said yes.
 6. **Bylaws** - Amy, Mystie
 - Amend Article 8.2 - per Sara, we do not need to make any changes
 7. **Nomination** - Jami
 - Remove Jami
 8. **Local Plan Review Committee** - Mystie, Randa
 - A document that is submitted to the state on how we spend our funds and how we are governing our IEPs. CAC has to sign off on that.
 - Other districts are utilizing their local CACs in developing their Local Plan contracts negotiated that affect children with special needs. Thought that if our CAC was involved in those decisions, we could have foreseen many of these issues beforehand to share how important these decisions are in staffing.
 - Recommend that our district look at utilizing our CAC further than just arranging parent trainings.



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ACTION ITEMS

7:49 Motion to Approve May 2023 Meeting Minutes

Vote:

- Motion to approve Meeting Minutes: Jami
- 2nd: Mystie
- Discussions/Changes: N/A
- Vote: Yes: 8 - Randa, Mystie, Amy, Violette, Andrea, Jami, Linsey, Alyssa
No: 0
Abstain: 1 - Dawn

Motion passed to approve and adopt meeting minutes.

7:51 Meeting Adjourned

Vote:

- Motion to adjourn the meeting: Andrea
- 2nd: Jami

Motion passed

UPCOMING EVENTS

- September 21, 2023, CAC Board Meeting 10 am - 12 pm at the District Office, J West Building at District offices.



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References

- *All references are located on the CNUSD CAC website under **Agendas***
- *References could be presentations, files, documents, and/or any other supporting information discussed during the meeting.*

N/A