

Inclusive Practices Advisory Board Business Meeting

January 25, 2023

Location: District Office, Titan Room 2:30pm-4:00pm

Minutes

Attendance: Dr. Audri Sandoval Gomez (Thompson Policy Institute, SPAIS), Alex Hatch (PUSD Inclusive Practices COSA), Christina Abosamra (PUSD Inclusive Practices COSA), Crystal Ochoa (PFT), Tiffany King (PUSD Director of Special Education), Heather Plotzke (PUSD Board Member), Greg Mizel, Nancy Brundrett (PUSD Inclusive Practices COSA), Laura Snow (PUSD Inclusive Practices TOSA), Megan Gross (PUSD Inclusive Practices TOSA), Andrea Chamberlin (CAC Board member), Heather Schauder (Director of Special Education), Courtney Martin (PSEA)

Purpose of Meeting

Two visits have occurred so far this year. We observe classrooms, later debrief and discuss barriers or what's inhibiting the work. Needed an additional meeting to discuss business. Poway High School is our next visit.

Introductions

Overview of Inclusive Practices Team Work

OVMS- Structured Support (former ASD classroom)

Update on data:

How has access to general education changed? Internal data- looked at clusters:

Students who transitioned out of NSH PK→TK/ Kinder

California is far behind 80% target from state,

Celebrations! Many 90% or more of their day, 30% of students 80% more of their school day

In year 2, small drop in 90%, but growth in 80%

When we looked at closing NSH, many students who began in NSH PK, never attended school of residence UNTIL the program closure

Students who had been in NSH at time of closure- data doesn't fare so well.

22% of students were in general education, 58% in the bubble 40-80%...

This year growth! Only 10% are in general education less than 40%

Data point difficult to quantify- I am thinking about the number of students who are being served in less restrictive environments at their school of residence.

Dr. Sandoval Gomez presented

Principal investigator of this grant. Focus is inclusive education an increasing outcome for students at the secondary sites

Primarily focused in middle schools, some work in Transition

Understanding inclusive education and segregation in California

<40%: CA includes less than other state, segregate students of color more than white counterparts, include students of color less than white counterparts

State Indicator 5- report placement data, how often students are segregated, and how often students are included

PUSD has not met targets 2019 and 2020 (no recent data)
Important to know where we need to be.

Many students get stuck in the 40-80% band, true for PUSD learners.

Middle school data

Variation per site, the blue band is an area of focus (the 40-80%),

MVMS is a site needing support, based on the data

TPMS saw the data and looked at how they could shift practices (retooled schedule)

Goal- how do you own your data and tell your story, and change your story

This data is not shared publicly, between sites. Lets take them from. good—>great

How do we know if the experience we have crafted is great? When sharing, we can inspire and motivate

Start with sharing with principals to look at comparative data. Can we think about middle school redesign with this data lens?

Staff perceptions on Inclusive Practices

Beginning of last year was when data was collected (BMMS later)

47% of participants disagree that all students being assigned and instructed in general education

Staff are feeling like they can support diverse learners, but data also shows the above

There is a push for co-teaching

Teachers are feeling supported in this work and feel they have a site vision

Thoughts on the data (first 2 questions)

We live in a medical model world, and the narrative has been that. There needs to be a step back and look at equity and provide tools to support.

Do you think it is possible it is pandemic influenced? Maybe not.

Perception survey is from MCIE

Have we compared this data to the beginning SEIC data? We will look for that data to compare (person who housed data in no longer with the district)

Each site is receiving funding from SPAIS to support their development in the areas of focus they determined.

SPAIS had supported:

Master scheduling, co teaching training, Coaching 4 Equity training series, monthly IA series, strategic planning support with administrators, site visits

Working on:

Piloting transition 5th→middle school

Implementation tools- helping to standardize co-teaching across sites

Ongoing IA trainings

Regional and state perspective is much appreciated and valued

This work has made PUSD stand out even with areas of growth

Problems of Practice: skip due to time constraints

IP Schools of Excellence

Last year, 4 schools recognized with banner and stipend

Pomerado was a site we also visited this year, and they are demonstrating reflection and continued growth

Timelines reviewed

Changes to application: can sites provide data

High Schools: a-g - add a checkbox

Support sites in generating good numbers, growth, but need to explain their story (what did you do to influence the numbers)

Some sites are not looking at their numbers, this would encourage them to look at the numbers

Edit co-teaching boxes

Add a bullet: master scheduling to add something with due to increasing students access

Edit UDL bullet- incorporating UDL

What is their PBIS system- behavior and social emotional support

Inclusive opportunities before, during, and after school- in all facets of the school day (clubs, sports)

Access entails instructional technology

Physical classroom environments

Edit question 3 to 2 questions- mild to moderate and one question extensive support needs (mod/sev)

Maybe a checkbox and then space to elaborate on data (check science, note marine bio last year and then now to include geology)

Add a box to include world languages, integrated math 3

Add a part to include all who participated in this application

Add- after the inclusion summit 2022, we engaged in x number of conversations

Add- how are you engaging parents in the conversation- "Stakeholders and how?"

No box required for consensus

Next meeting is at Poway High- see co teaching in action and then meeting afterwards.

End of meeting