

Minutes
Meeting with Foster Youth Council
April 20, 2023
11:30 to 1:00
via zoom video conference

Please join us for a video conference call via zoom on Thursday, April 20th at 11:30am. Here is the link: <https://pasadena-edu.zoom.us/j/9448888888> Be sure to download the zoom app on a device that has video capability. If you are on your cell phone, you should not need to call the audio number. If your computer does not have a microphone, you will also need to call in.

- I. 11:32am - Call to order
- II. 11:32am to 11:40am- Welcome and introductions
 - Lily Bartenstein - Chair of FYC and Resource Parent in PUSD
 - Theresa Reed - Secretary of FYC, program director PCC FKCE and student advisor
 - Sally Iverson - Special Education Coordinator for non public schools, residential, therapeutic programs
 - Judy McKinley - Member FYC, Community advocate - special education & foster youth
 - Jenny Jakubiak - Academic Counselor at Focus Point Academy
 - Kim Kenne - PUSD Board Member, Board Liaison to Foster Youth Council, Chair of Committee Attendance, Suspension and Foster Youth
 - Linda Jackson - Resource Parent SGV SELPA Lancaster
 - Marco Rodriguez - PALS program and Workability
 - Nancy Molina - PUSD Office of Family and Community Engagement
 - Natasha Mahone - Member FYC, LCAP PAC, and AAPC
 - Ruthann Aull - Parliamentarian for FYC, community advocate - special education & foster youth
 - Tenea Robinson - Children Youth and Family Collaborative, tanea@cyfcla.org
 - Zarrea Brown - Planned Parenthood SGV, supports PUSD in meeting Sex Ed Requirements
 - Julianne Reynoso - Director of Student Wellness and Support
 - Jeanette Navarro - PUSD YIFC Counselor for High School Students
 - Cedric Johnson - PUSD YIFC Counselor for Middle School Students
 - Aide Suarez - Community Liaison for Youth in Foster Care
 - James Russell - Community Liaison for Youth in Foster Care, working on the STARS program
 - Lillian Avalos - Early Interventionist for Youth in Foster Care at PUSD
- III. 11:40am to 11:45am - Approval of minutes from [January 2023](#), [February 2023](#), & [March 2023](#)
 - a. Motion to approve with adjusted language (January 2023 as corrected, Feb 2023 as corrected, and March 2023 as presented) passes and minutes are approved.
- IV. 11:45am to 11:55am - New Issues of Concern to Foster Parents (no pending issues from March)
 - a. Linda Jackson - in assessing documents from another district, she encountered a separate document in an IEP for signature on the services, rather than just participation and agreement to the IEP in full. Is this a typical practice? Advice on how to navigate?
 - i. Sally Iverson provided her contact information (iverson.sally@pusd.us) and offered to take a look at the specific documents.

- ii. Theresa will follow up with Linda with contact information for Miriam Torrez Lopez at LACOE (lopez-torres_miriam@lacoed.edu).
- b. Marisa Wellington - Are classes offered by Alliance for Childrens' Rights options to support the RFA re-licensing process?
 - i. Classes will not count towards DCFS RFA licensing unless they're connected to the community college system's FKCE program.

V. 11:55am to 12:10pm - Focus Point Academy

- a. Mr. Bell, the principal of Focus Point Academy, described some of the benefits and opportunities the Focus Point Academy program provided to students with 100% SAI IEPs, approximately 90% of whom have historically been youth in foster care.
 - i. STRTP Liaisons support intake
 - ii. STARS program serves students at Focus Point
 - iii. Transportation for all students at FPA is provided by our district, but STRTP staff will also supplement transportation
 - iv. Mobile crisis team is available to provide additional support, funded through STRTP
 - v. All classes have a teacher, a behavioral interventionist, and an instructional aide
 - vi. Some students may have intensive intervention services (1:1) but those resources are embedded in the classroom at Focus Point
 - vii. Students all receive ERIC (Educationally Related Intensive Counseling) services
 - viii. Ruthann: how many students are currently served by the program?
 - 1. Currently about 20 students are in the program (down from as many as 75 at the previous site). The program is only serving high school students now.
 - 2. Changes in the laws may have reduced the number of foster youth served by the program
 - ix. Lily: Do students exit the program back to comprehensive schools?
 - 1. Yes, the program's goals are aligned to support students moving back to based on their goals and alignment.
 - 2. Unlike students placed in non-public schools, students may be Dual Enrolled at FPA and comprehensive school sites, offering them support in transitioning to a less restrictive environment. When the program was located on the Edison site students could be dual enrolled at multiple sites across the district - Sierra Madre, McKinley, Muir, and PHS. Students will now be transitioning to PHS.
 - x. Lily: Do you serve middle school students, or are they now in therapeutic classrooms at McKinley?

1. Sally Iverson - Middle School students who may have previously been placed at FPA are placed either at McKinley in a therapeutic classroom, or at a non-public school.
- xi. Sally Iverson: Another benefit of having Focus Point is allowing the district an option to place a student who enters the district Triage process with a 100% SAI on their IEP (indicating a non-public school placement) at Focus Point. We have no jurisdiction in whether or not the non-public schools take our students, so with no other options this could cause students not to receive the immediate enrollment they're entitled to by law.
 - xii. Sally Iverson: Focus Point has also offered students requiring the highest level of placement the unique opportunity to dual enroll and take those courses outside of the specialized school environment.
 - xiii. Lily - Can you offer a bit more information about what the educational experience might look like at a non-public school?
 1. Sally Iverson - Non public schools meet a variety of needs:
 - a. Some are designed for our kids who have emotional disturbance, and are similar to the set up at Focus Point with the aides, and the teachers. For example, we may have a student at PHS and they're not successful, but within 6 weeks it's night and day, not so much because of the teaching and the services, but because of the mindset. At a non-public school, the environment is different and they're more prepared so students are able to be more successful even with fewer services and supports.
 - b. Another high area of need for non-public schools in our district is in supporting students with Autism, kids both with and without a lot of behavioral problems, so that's another place we're referring a lot of students out that might be worth considering and investing in within our district.
 - xiv. Mr Bell: Another advantage of maintaining students in our own programs is the curriculum - students at Focus Point are able to utilize the same curriculum taught at our comprehensive schools.
 - xv. Students who are going out to the non-public schools also no longer receive the district supports that we provide to our youth in foster care, we rely on the non-public school to meet all of those needs.
 - xvi. Placement in non-public schools may also make it more difficult to transition students into the comprehensive sites, something Focus Point has been really successful in supporting.
 - xvii. Linda Jackson - The other piece in this equation is how the students transition from these intensive supportive environments into adulthood so that they can be successful socially in the general population

1. Mr. Bell - In the past we've worked with Pasadena Mental Health to build student connections, and when they're successful in that they're able to go out on day trips to support that transition, social emotional, and help connect them with other resources in the community.
- xviii. Ruthann - Commented on the unique abilities of our students with Autism and the opportunities we have to provide the support these students need and transform their educational experience. Ruthann emphasized the need to listen and embrace these students. She highlighted programs at Tobenworld, Westmoreland, and Foothill Autism. Sally added that Frostig is also one of the schools that serves many of the students coming from our district.

VI. 12:10pm to 12:35pm – Understand programs offered to Foster Youth at PUSD

- a. What is our district's definition of "Foster Youth"? Do we continue to provide supports to students whose court cases have closed?
 - i. We use the ED Code Definition & Local Control Funding Formula
 1. WIC 300 - students with an open foster care case, includes students in home placements
 2. WIC 602 - Youth under the jurisdiction of probation in out of home care
 3. Non-minor dependents with a transitional living case
- b. STARS - what school sites is STARS operating on and on what schedule? How many students are regularly participating in this programming?
 - i. STARS Program information schedule was provided.
 - ii. Student participation is voluntary, with emphasis on creating an inviting environment, and how many students attend is not currently tracked.
 - iii. Natasha requested that that information be provided as a follow up, and that documentation is attached to these minutes.
- c. Who are the existing site level Foster Youth Advocates and on which sites are they based? What responsibilities are intended to be covered by that role?
 - i. Current foster youth advocates were listed and that documentation is attached to these minutes.
 - ii. Advocates attend monthly training, have availability to meet with students. The current offering is a work in progress, but as the work has begun the specific role continues to be developed. The application process is expanding for next year to include more interested PUSD staff.
- d. What specific programs and services support Youth in Foster Care who have Special Education plans? How are these efforts coordinated between departments?
 - i. The YIFC team strives to support all identified youth in foster care.
 - ii. The YIFC team also appreciates the opportunity to participate in IEP meetings.
 - iii. The coordination with special ed includes best interest determination process, placement, and transportation. There's a lot of work happening in this area, some services may be duplicated, so we will continue to work on this in the future.

- iv. Sally Iverson - requested information about staff assigned, scheduling, services provided and how data is tracked, as this may be information that's helpful in the IEP process.
 - 1. As this specific question was not agendaized, we have made a note and will follow up outside of the meeting.
- e. The YIFC staff continues to be mindful of the specific needs of our students and connecting with our school site staff. We also provide resource guides for school site staff on how best to support our youth.
- f. PALS Update
 - i. [PALS Brochure](#) is completed!
 - ii. Social Emotional curriculum has been approved and that support is a great improvement for our students and staff.
 - iii. May 18th will be the PALS Spring Performance at Wilson from 12-1pm.
 - iv. For students who are aging out at 22 we will have a mini graduation and cap and gown ceremony on May 31st.

VII. 12:35pm to 12:45pm Committee updates:

- a. LCAP
 - i. How have the recommendations from the previous LCAP cycle been implemented?
 - 1. This item was tabled in the interest of time and in hopes that Mr Hernandez from PUSD can also share information about the LCAP in our next meeting.
 - ii. Understanding [District Dashboard Data](#) - Kim Kenne described some of the specific
 - 1. The top row enrollment information reflects the census day, so that doesn't capture all of the youth served by our district
 - 2. Tracking info includes both 4yr and 5yr cohort graduation rates
 - 3. We are interested in how many of our foster youth are participating in testing

VIII. 12:45pm –12:50pm – Legislative Priorities

- a. [SB307](#) - Program will cover 100% of remaining unmet need after other federal, state and institutional aid for students pursuing an associate degree, transfer pathway or certificate at a community college, or a bachelor's degree at a CSU or UC.
- b. [AB 789](#) - Enables students struggling academically to continue their education by removing barriers to maintaining financial aid
- c. [AB 1675](#) - Ensures children and youth in foster care are able to participate in extracurricular and enrichment activities by requiring the utilization of all available funding and increasing accountability measures under existing laws.

IX. 12:50pm to 12:55pm - Announcements

- a. Next meeting date: May 18, 2023
 - i. Workshop topic prior to meeting: **9:30am to 11:20am** – Education Resources Panel
- b. LACOE Caregiver Training Series – Thursdays from 10am to 12pm
 - i. April 27 - Part III: Trauma Informed Practices
- c. May is Foster Care month

- i. May 15th – from 9am to 1pm - FY Ally training (hybrid)
- ii. May 18th from 3:30pm to 5pm – In Their Own Voices: FY Panel
- iii. May 20th - 9:30am 1pm – Turning Dreams to Degrees conference for 11th & 12th Graders and caregivers
- iv. May 23rd - 12pm to 2pm – Resource Fair

X. 12:55pm to 1:00pm - Public Comment

- a. Ruthann - at the Villa Esperanza Guild Ruthann met a parent who spoke about self determination, so that may be something to follow up on for a future agenda.
- b. Natasha - At the beginning before the meeting we heard Sally speaking a bit about the Children Youth and Family Collaborative program, and would like to agendize learning more about the services they offer.

Foster Youth Advocates - Spring 2023

Melinda Manus	RTI Wellness Teacher	manus.melinda@pusd.us	Hamilton and Field Elementary
Amanda Brown	RTI Wellness Teacher		Don Benito and Field
Jody Simmons	School Counselor	simmons.jody@pusd.us	Eliot Arts
Alexis Snowden	School Counselor	snowden.alexis@pusd.us	Octavia E Butler
Alexandra Gonzales	School Counselor	gonzales.alexandra@pusd.us	Octavia E Butler (also A-G at all middle schools)
Maureen Klauschie	School Counselor	klauschie.maureen@pusd.us	Sierra Madre Middle School
Karen Favor	School Counselor	Favor.Karen@pusd.us	Blair
Fabiola Acevedo	Instructional Coach/ELD coordinator	acevedo.fabiola@pusd.us	Muir
Johanna Moore	Spanish and English Teacher	moore.johanna@pusd.us	Muir
Jane Leong	Academic Counselor	leong.jane@pusd.us	Rose City

STARS Program Schedule 2022-23

Monday	Tuesday	Wednesday	Thursday	Friday
John Muir High School Ms Navarro & Mr Russell	Eliot Arts	Rose City HS when a room is available Blair - reserve space in the library Octavia Butler	McKinley Focus Point	Sierra Madre (STARS Event in whatever space is available) PHS (if STARS Event, the room is starting to be used again now)