

Welcome!

NCCSE

Community Advisory Committee (CAC)

Public Meeting

April 19, 2023

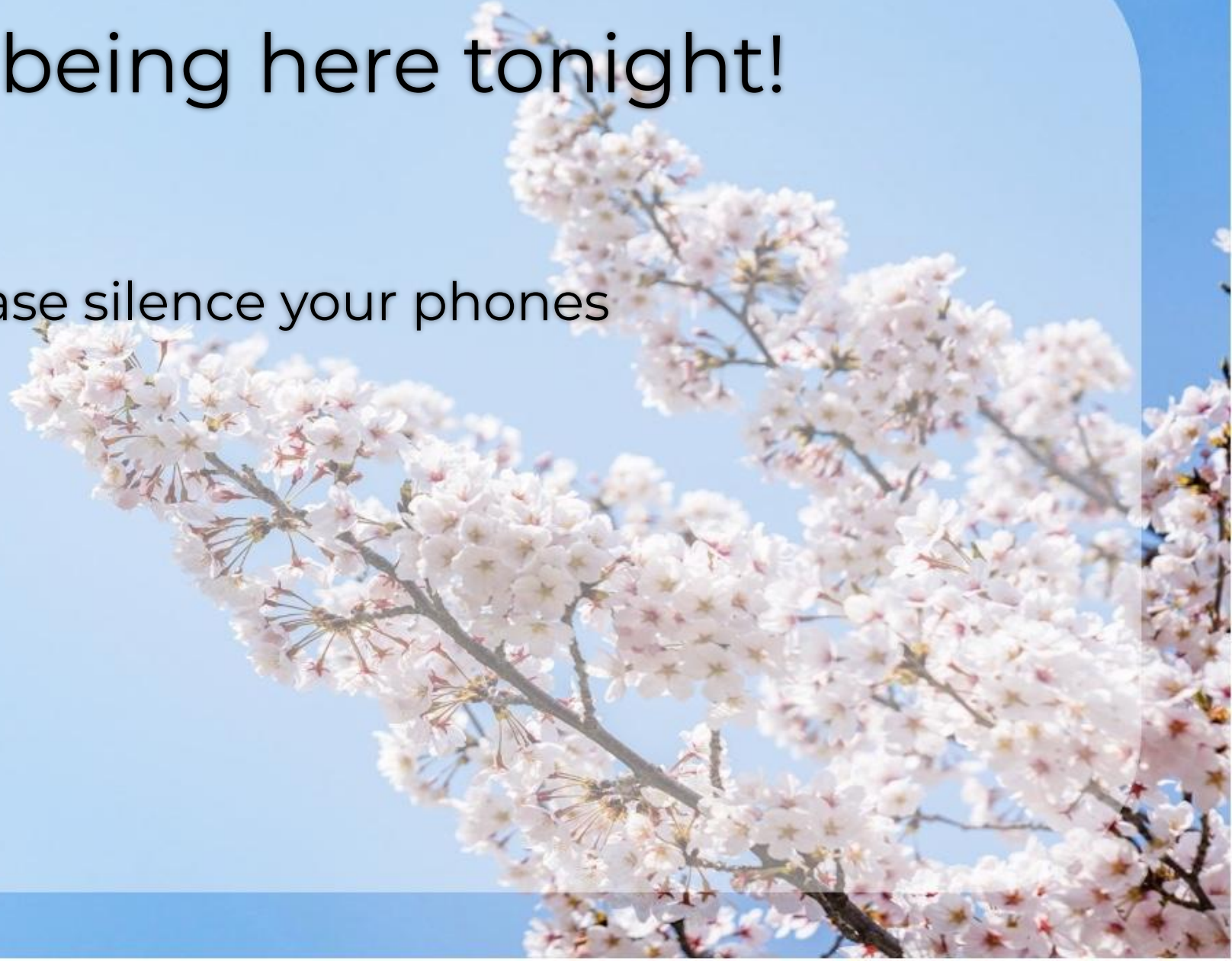


About Public Comments



Thank you for being here tonight!

We ask that you please silence your phones



CAC Business Items

Approval of the
minutes from
January 18, 2023

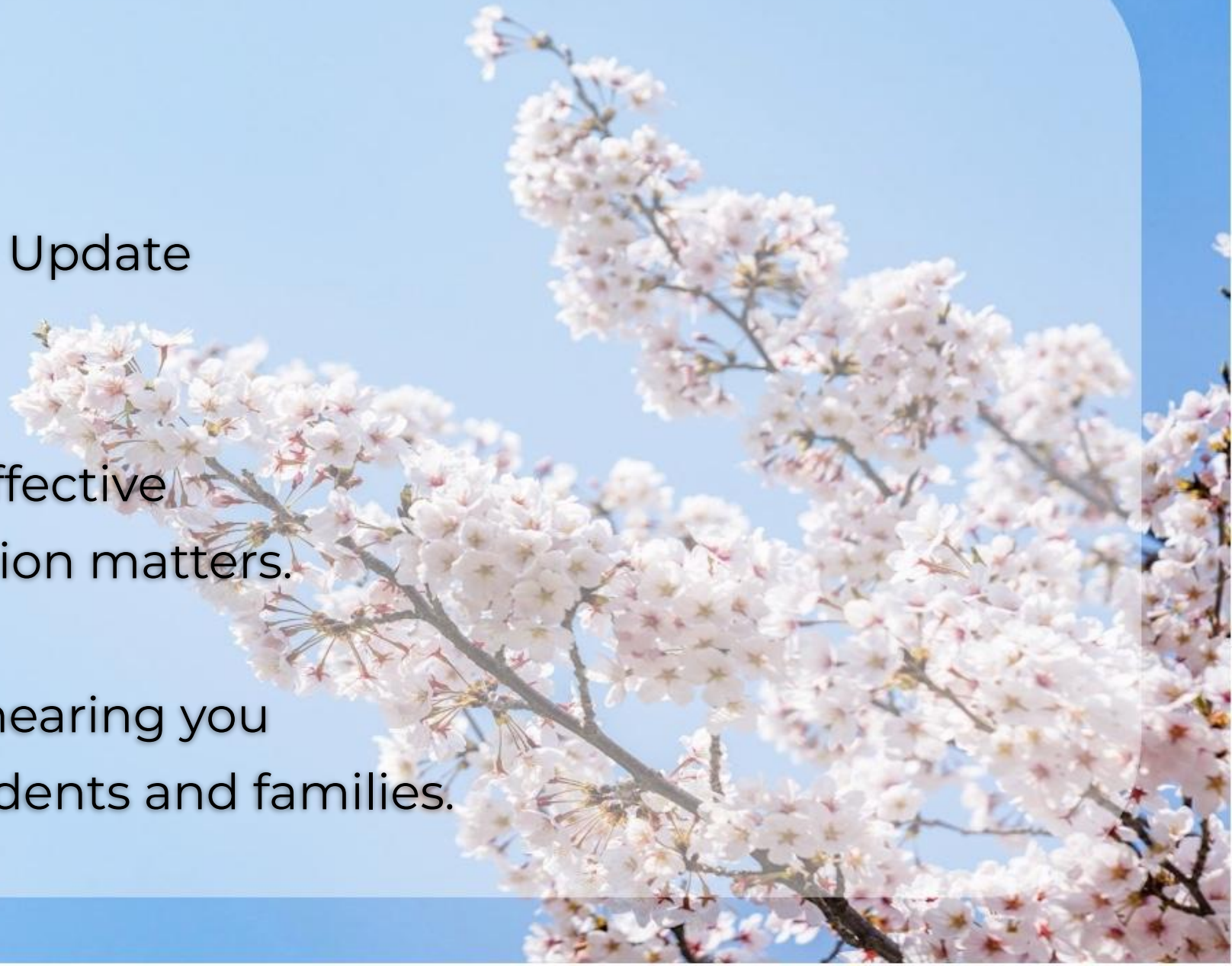


CAC Update

NCCSE Priority Meeting Update
We are a Consortium.

This is how the CAC is effective
and why your participation matters.

Outcome: Districts are hearing you
and working for our students and families.



Upcoming Events

Adult Transition Fair Saturday,
April 22, 2023, 9:00-11:30

“Excellence in Special
Education Awards”
Ceremony, Wednesday, May
24, 2023 6:30 pm



Resources and Workshops for Families

Visit www.nccse.org

Contact: Heidi Marshall,
Parent Liaison

760-307-1509

Email:
Heidi.marshall@sdcoe.net



CAC Executive Board Nomination Process 2023-2024

CAC EXECUTIVE BOARD

The CAC Executive Board will consist of the following:

A. *Members*

1. The CAC Officers: Chairperson, Vice-Chairperson, and six (6) board members at-large.
2. The immediate past Chairperson
3. The NCCSE Program Director and the NCCSE Parent Liaison

B. *Purpose*

1. The Executive Board will meet to plan CAC meetings, and other activities and programs beneficial to the CAC.
2. The Parent Liaison will serve as an additional link to Cabinet for the CAC.

CAC Executive Board Nomination Process 2023-2024

SELECTION AND ELECTION OF OFFICERS

The CAC shall elect its own officers from within its membership.

- A. The CAC officers will be elected for a one-year term by a majority vote of the voting members present at the APRIL CAC meeting.
- B. A minimum of one year experience on the CAC Executive Board is required for Chairperson and Vice Chairperson positions.
- C. Election of officers is by secret ballot.
- D. In FEBRUARY, nomination forms will be made available to submit names for candidates for office.
- E. Nomination forms will be accepted by the CAC Executive Board at the MARCH meeting. Nominations will also be accepted from the floor. Based on nominations received, a slate of potential officers will be compiled by the Executive Board and will be presented in APRIL to the membership for a vote.

CAC Executive Board Slate 2023-2024

2023-2024 -- CAC EXECUTIVE BOARD Slate

1. Katrina Bell (VUSD), Chair
2. Andrea Siler (SDUSD), Vice Chair
3. Jeff Ladman, (EUSD), Member-at-Large
4. Yolie Loughrin (CUSD), Member-at-Large
5. Trisha Benton (CUSD), Member-at-Large

2024-2025

CAC EXECUTIVE BOARD Slate

February 2024:

Nomination forms will be made available to submit names for candidates for office

March 2024:

Nominations will be accepted at March 20th CAC meeting

April 2024:

Executive Board Slate approval during April 17th CAC meeting

Director's Report

by

Rebecca Nobriga, NCCSE
Executive Director



Budget and Legislative Update

Legislative Matrix

- Dyslexia
- Transition IEPs
- Parent Engagement

SELPA Sponsored Bills:

AB 1517 (Gallagher) Special Education:

Fact Sheet found **HERE.**

Support Letter Template found **HERE.**

SB 354 (Ochoa Bogh)

Support Letter Template found **HERE.**

Annual Budget and Services Plan

- **October** NCCSE Stakeholder and Program-Finance Committee
- **November** NCCSE Directors, Finance, and CAC Committees
- **December** NCCSE Directors
- **January** Board of Governors adoption of 2023-2024 Budget Development Tool
- **May** Public Hearing to adopt 2023-2024 Annual Budget and Annual Services Plan
Submit to San Diego County Office of Education for review
- **June** Submit to CDE for approval

Annual Budget and Services Plan

- Understanding the purpose of the Annual Budget and Services Plan
- Participating in October Annual Stakeholder and November CAC Meetings as part of Budget Tool Development Process
- Reviewing future Annual Budget and Services Plan prior to submission to San Diego County Office of Education and California Department of Education
- Signing of Assurances form by CAC Chair

Presentation:

Inclusion Exemplars: How to Create
Meaningful Inclusion Opportunities - From
Classrooms to Clubs





EUSD INCLUSION EXEMPI ARS

*choose
to
include*

Examples of *Inclusion in Action*

- Ability/Disability Awareness weeks
- Free family activities: Movie Nights, Dances, Family Fun Days, Family Picnic.
- Accessibility resources and sensory bags for PTAs and school events
- Inclusion buddy programs: PEERS, OWLS, SOAR.
- Recess activities for varied interests and ability levels.
- Parent programs, i.e., Parent Council, monthly Coffee Meet-ups
- PTAs Special Education Parent Liaison positions
- General ed teacher training in Orton Gillingham, behavior, trauma accommodations, and supporting specific disabilities
- Teacher mini-grants to promote social inclusion activities

INCLUSION IN ACTION!

JAN 30 - FEB 3

Disability Awareness Week

We celebrate students of all abilities during "Inclusion in Action", EUSD's disability awareness and acceptance program.

The goal is to provide students with a better understanding of our diverse abilities, encourage empathy, and foster inclusion.

Students will be exposed to different disabilities during TRAC class and other on-campus activities.

We hope you take time this week to talk with your families about people living with disabilities.

What can YOU do to foster inclusion in YOUR community?

Ability Awareness

Offering a variety of activities to highlight disabilities and promote understanding and inclusion

INCLUSION IN ACTION: TRAC TOPICS BY GRADE

K: Understanding Differences

1st: AAC & Communication Devices

2nd: Autism & Being a Friend

3rd: Cerebral Palsy

4th: ADHD; Dyslexia (2 weeks)

5th: Down Syndrome; Disability Etiquette (2 weeks)

6th: Mental Health

Lessons:

**Provide
disability
specific
lessons to
each
classroom
during
Disability
Awareness
weeks**



How to Talk to Kids About Disabilities

Use Matter-of Fact Language

Acknowledge differences. Show your child how to talk about those differences respectfully. Avoid euphemisms and pity. Important points: Some people are born with disabilities, some develop disabilities later in life. People with disabilities aren't sick - you can't catch it. There's nothing "wrong" with people with disabilities. Also, a physical disability doesn't mean someone has a cognitive disability.

Explain Adaptive Equipment

Talk about how people use adaptive equipment to assist them, like walkers, wheelchairs, hearing aids, service animals, etc. Explain why there are accessible parking spaces located closer to stores.

Point Out Similarities

Point out things a child with a disability has in common with your child. Understanding how they're the same can help your child relate better to people with disabilities and increase your child's empathy.

Prepare for Tough Questions

Don't be afraid to say, "I don't know," if you don't have the answer. Or, try saying, "I'll have to think about that and get back to you."

Learn About Disabilities Together

There's a good chance you won't have all the answers. Read books about disabilities together and look for tv shows that address specific conditions or have characters with disabilities.

Teach Kindness and Sensitivity

Sadly, there's a good chance your child will overhear some unkind words used to describe someone's disability, and there's a chance your child may repeat them. Address these remarks right away. Explain to your child that such words are hurtful and it's not okay to say them.

Tell Kids to Ask Before Helping

Kids often want to be helpers, but they may not know how or when to help. Teach your child to ask before springing into action by asking, "Is there anything I can do to help?"



Visit

www.verywellfamily.com/how-to-talk-to-kids-about-disabilities-4142349#

for more detailed tips.

Talking Points

Provided families and staff ideas on how to discuss disabilities with students.

INCLUSION IN ACTION!

TV & MOVIE RECOMMENDATIONS

choose
to
include

Streaming for the FAMILY:

MOVIES

Wonder
Tru Confessions
Pick of the Litter
Going to the Mat
Soul Surfer
Miracle in Lane 2
A Mile in His Shoes
Loop

TV SERIES

The Healing Powers of Dude
Raising Dion

Check out these hit movies & tv shows featuring characters with disabilities:

for PARENTS:

MOVIES

Crip Camp: A Disability Revolution
Rising Phoenix
The Peanut Butter Falcon
The Fundamentals of Caring
The Theory of Everything
I am Sam
What's Eating Gilbert Grape
The Elephant Man

TV SERIES

Speechless
Atypical
Extraordinary Attorney Woo
The Good Doctor
Love on the Spectrum
Switched at Birth
Daredevil
Lady Dynamite



Disabilities in Media:

Provide list of popular media programs depicting individuals with disabilities living full lives.

BASIC DISABILITY ETIQUETTE INVOLVES TREATING PEOPLE WITH DISABILITIES WITH RESPECT.

Focus on the person, not the disability

People with disabilities are just like you & me. Make eye contact. Acknowledge their differences as you would anyone else's uniqueness and treat them the way you want to be treated.

Ask before helping

Speak directly to a person with a disability, not to their companion or interpreter. Be patient while you wait for a response.

Ask for permission

Not all people with disabilities need help. **Ask before helping.**

Just ask!

Only touch assistive devices if you're given permission. This includes service animals, wheelchairs, scooters, canes, etc.

Respect

Person-First vs. Identity-First Language: Ask the Person. Person-first language puts the person before the disability (i.e. *person who has cerebral palsy*). Identity-first language puts the disability first (i.e. *deaf person*). When in doubt - ask the person.

Avoid outdated terms like "handicapped", "crippled", and the R-word.

There are visible as well as invisible disabilities, meaning not all disabilities are apparent. **Hidden disabilities are real and should be respected.**

Treat each person as an individual and respect their needs to the maximum extent possible.




Disability Etiquette:

Provide language and suggestions for respectful disability etiquette.



CHOOSE TO INCLUDE P L E D G E

I pledge...

-  to *include* people with disabilities through my actions and words;
-  to *respect* our learning, physical, and behavior differences;
-  to *respect* others and use kind words;
-  to *celebrate* our differences;
-  to *stand up* for others.

I understand that inclusion starts with me.

ENCINITAS UNION
SCHOOL DISTRICT



Special Education
PARENT COUNCIL

Students
voluntarily
take the
pledge to

Choose
to
Include!



Some images:
Assemblies
Family Events
Alternative
Recess
activities



Buddy
programs

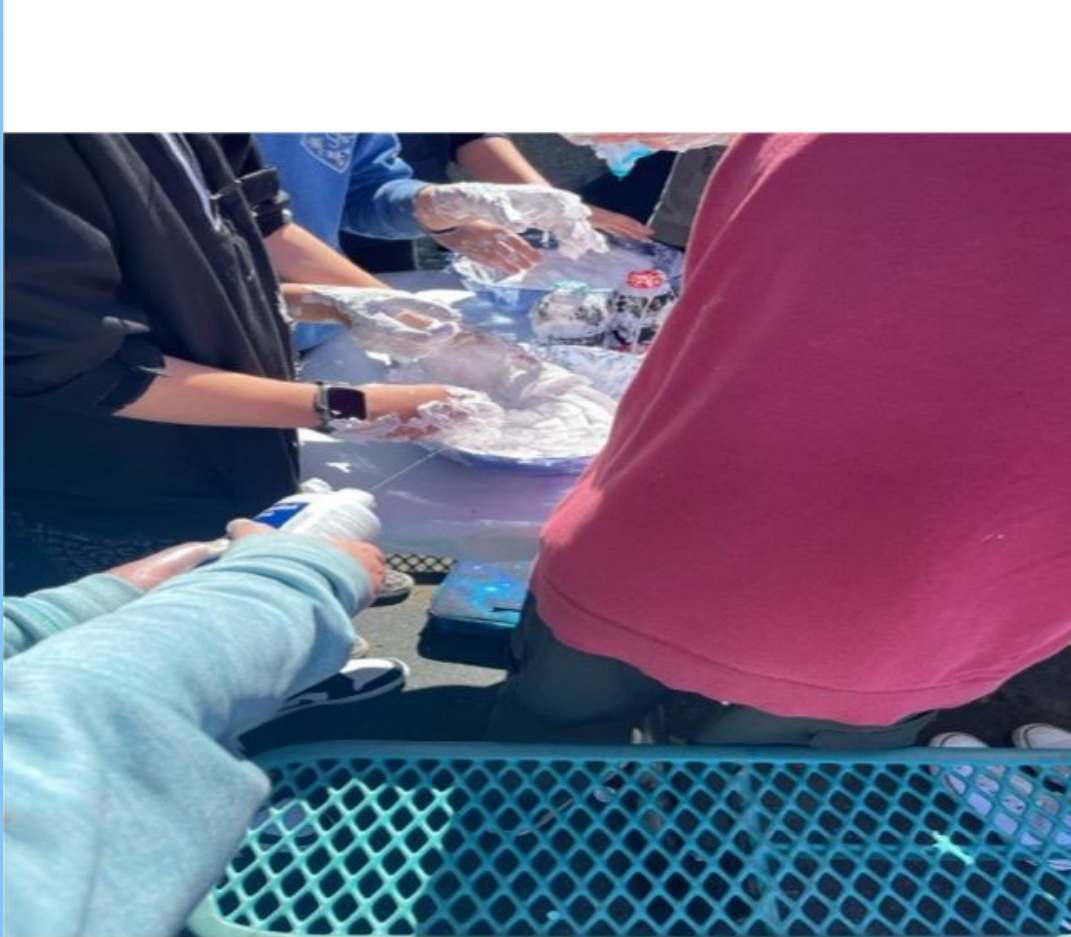
PEERS,

OWLS,

SOAR

Recess
buddies,
reading
buddies

Recess Activities - SLIME MAKING FUN!



WHAT ARE PARENTS AND STUDENTS SAYING ABOUT INCLUSION IN EUSD?



CAC District Priorities Meeting Worksheet



District Name: San Dieguito Union High School District

Group members: Tiffany Hazlewood, Andrea Siler, Sara Scoma

Priority # 1 Academic and Social Inclusion

Goal :

SDUHSD will continue to provide opportunities for access to social inclusion for all students age 3-22, including students with significant disabilities and those with behavioral concerns.

Task(s)/Action(s) needed:

- Incorporate structured and adult-support peer-to-peer social supports - include support for unstructured times (lunch, breaks) like "buddy benches", peer mentoring programs, (Best Buddies, etc.) or Acts of Kindness Program.
- Looks at way to incorporate Best Buddies as part of community participation/community service.
- Create social events (coffee social, movie event, etc.) in the community for families of students with disabilities to come together, connect and socialize.
- Schedule after school meetings and/or with typical peers to help facilitate better communication and connection.
- Directly involve parents in programming for inclusion practices.



By Whom?

School Sites

District

District/School Sites/Parent Volunteers

District/School Sites/Parent Volunteers

District/School Sites/Parent Volunteers

By when?

San Dieguito Union HS District Priorities Update

Priority # <u>4</u> Communication/Access to Information			
Goal:	Task(s)/Action(s) needed:	By Whom?	By when?
<p><u>SDUHSD</u> will continue to increase communication and collaboration between the <u>SDUHSD</u> parents and District/Site staff with the purpose of building trusting partnerships and increasing meaningful participation that support students.</p>	<ul style="list-style-type: none"> Increased/Clear communication between district and home related to <u>SpEd</u> in general <ul style="list-style-type: none"> <u>SpEd</u> Website on the <u>SDUHSD</u> site Ongoing training and information sessions Expand Translation materials/resources Parent trainings Communicate with parents regularly (monthly/Bi-Monthly) 	District/School Sites	
	<ul style="list-style-type: none"> Create a communication platform that allows sites to get notifications out to parents in a timely manner 	School sites	
	<ul style="list-style-type: none"> Provide translation of (English and Spanish) for all materials and websites 	District/School Sites	
	<ul style="list-style-type: none"> Incentive peer-to-peer inclusion/activities 	District/School Sites	

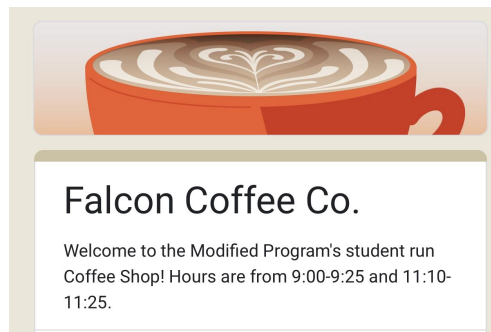
	<ul style="list-style-type: none"> Conduct parent forum meetings with directors in English and Spanish, including newsletters Push notification and easy website navigation/access for calendar lists of events Publicize and encourage parents of students with disabilities to become site representatives for PTA, site council and/or Superintendent's advisory committee 	<p>District/School Sites</p> <p>District/School Sites</p> <p>District/School Sites/Parent Volunteers</p>	
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San Dieguito HS District Priorities Update

Student Inclusion in Education and Experiences:

- Development of new position: **TOSA of Intervention, Inclusion and Outreach**
- Increase of supportive courses to promote meaningful inclusion and instruction:
 - Increase in Co-Taught Classes
 - Increased targeted support (TAI ELA and TAI Math)
- **Access Courses and individualized Access Plans- 89 sections!**
 - Ongoing development of modified framework
- Staff Resources and Professional Development Calendar
 - 3 TOSAs to support staff
- Peer Mentorship and Social Clubs at sites; Inclusive Athletics Tournaments
- Student led school businesses (Dolphin Designs, Falcon Eatery)
- COAST Biannual Theatre Productions



Access Course Student Planning Form (Basic Format)

Student: Johnny Appleseed	Case Manager: Okleshen	All General Education Environments
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Student is accessing your general education class through a modified curriculum. Resulting from the needs related to her disability and unique individual strengths and areas of growth, it has been determined that the following goals are appropriate to be accessed in your course.

SDUHSD Board Policy 6146.4 (Differential Graduation And Competency Standards For Students With Disabilities) says:

In accordance with law, each student's individualized education program (IEP) team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on state and district wide assessments.

This policy also outlines specific guidance about students earning a [Certificate of Completion](#).

Area of goal(s) targeted for this course: Participation

Goal: By annual review, Johnny will increase her participation by raising her hand and comment on the topic two times in a class period in a group setting with no prompts with 80% accuracy as measured by teacher data.

Scoring Rubric:
Please use the following criterion to provide a grade for this student in their Access Course:

A-B
• Good progress
○ Example:
■ Student raises hand and makes an on topic comment at least 1 time with 80% accuracy with no prompts (8 out of 10 opportunities)
■ OR Student raises hand and makes an on topic comment at least 2 times with 60% accuracy or above with no prompts (6 out of 10 opportunities)
C
• Some progress
○ Example:
■ Student raises hand and makes an on topic comment at least 1 time with 80% accuracy with 1-2 prompts (8 out of 10 opportunities)
■ OR Student raises hand and makes an on topic comment at least 2 times with 60% accuracy or above with 1-2 prompts (6 out of 10 opportunities)

Best Pals– Inclusion Activities

- Stampede Squad
- District Inclusion Basketball tournament
- Cross Country
- Track meet
- Kickball Tournament
- It's Good to be Me Show
- Dance Show





Access/Yoga/PE at the Secondary Level



Questions:



Public Comments



Feedback and Questions

- What ideas did you hear from the presentation that you plan to bring back to your school or district?
- What are one or two things were of most interest to you?
- Please email Heidi Marshall (NCCSE Parent Liaison)
- Email: heidi.marshall@sdcoe.net

Thank you for coming!!!

We are always looking for
feedback on these events and
speakers.



Adjournment

We look forward to seeing you at our next event on May 24, 2023, for

The Excellence in Special Education Awards Ceremony