



**Tuesday, October 22, 2019
Special Education District Advisory Council (SEDAC)**

**9:15 AM - General Meeting
11:30 AM - Executive Board Meeting**

Location: University Multipurpose Room (MPR) - 2801 Atlas Ave., Thousand Oaks, CA

SEDAC EXECUTIVE BOARD

**Cindy Liu, Chairperson
Erin Bell, Vice-Chairperson
Carole Shelton, Secretary
Rachel Brusseau, Parliamentarian**

ADMINISTRATION

**Dr. Lisa A. Miller, Assistant Superintendent, Student Services
Erika F. Johnson, Director, Special Education
Kate Potter, Senior Administrative Assistant
Kathy Stevens, Administrative Assistant**

If you are on the agenda to present a report and need the use of a computer and audio equipment, please contact the Assistant Superintendent of Student Services' Office 24 hours prior to the meeting (805-497-9511 x2301).

If you wish to address the Special Education District Advisory Council (SEDAC), then it is necessary to complete a speaker form (salmon) and hand it to the secretary. If you would like to make comments about items not on the agenda, a speaker form should be completed and turned in prior to the Public Comments section of the agenda. If you wish to address an agenda item, please submit your form prior to the Action portion of the agenda.

Pursuant to the Greene Act, members of the public have an opportunity to speak during Public Comments only. The Special Education District Advisory Council cannot enter into formal discussion nor can a decision be made in regard to public comments. However, the Special Education District Advisory Council may briefly respond to comments or questions from the public, and ask clarification questions or make announcements. The Special Education District Advisory Council may provide a reference to District staff or other resources of information; request District staff to report out at a subsequent meeting or may request the Special Education District Advisory Council Executive Board to place an item on a future agenda.

PLEASE NOTE: Public Comments will be limited to three minutes. On those occasions where there are 5 or more speaker cards, the Chairperson of the Special Education District Advisory Council may make the decision to decrease the time.

Please present your comments in a factual, respectful, and dignified manner that models how we expect our members to participate in the democratic process.

If you wish to register your opinion on a topic but not speak, then please fill out a public written statement form (yellow) and hand it to the secretary. Special Education District Advisory Council Executive Board members will review these forms following the General Meeting.

Your input is greatly appreciated!

1. GENERAL SESSION

- A. Meeting Called to Order
- B. Roll Call
- C. Pledge of Allegiance
- D. Approval of Agenda - All Approved

2. INFORMATION/DISCUSSION SESSION

- A. Panel Presentation on Higher Education for Students with Intellectual and Developmental Disabilities

- **Mr. Steve Blum, J.D. – Former Ventura County Community College District trustee and current faculty at CLU Graduate School of Education**
- Mr. Blum introduced himself and provided background on his career and connections to special education. Mr. Blum shared that his daughter has dyslexia and autism and early in her education their family was told that she would not be able to successfully complete the courses that would prepare her for college. Thankfully, the Blum family did not believe in the low expectations set for their daughter. Mr. Blum informed the group that not only did his daughter attend college, but she is currently pursuing her Master's degree.
- Do not burden students with low expectations. Never tell them what they can't do. Encourage students to go to college. The numbers are very low on how many students with disabilities attend college and even lower for those that succeed. Instill confidence. Supply technological advances. Encourage students to be all they can be!!!
- Learn what programs are offered at community colleges for disabled students. Educational Assistance Center (EAC) offers services based on student needs. Parents and students need to be proactive to access programs. Both poor students and disabled students suffer from low expectations others place on them. Some people believe that poor students don't have the resources to succeed or attend college and that student's with emotional or intellectual disabilities are not capable of earning a college degree. People don't expect much from them, however, they are just as able to succeed as everyone else, but may need extra support or adjustments in their academic career path. Instill in the students "Believe that you will succeed, and with support and hard work you can achieve your goal."
- Financial Aid for students with special needs is difficult to find, however, it is out there so work with your college's EAC, your student's high school, VCOE SELPA to learn what resources are available to you.
- Have District work with local community college to determine which courses offered to special education students qualify for dual enrollment. Work to remove the stigma of going to a community college.
- **Beth Lasky, Ph.D. – Professor in the Department of Special Education at CSU Northridge.**
- Dr. Lasky currently leads CSUN Explorers, an inclusive, two-year, postsecondary program offered through the university's Tseng College.
- The CSUN Explorers program started a year ago. This year there are four students in the program. In fall the students all take the same course. University 100: The

Freshman Seminar. This course is designed for all freshmen, regardless of their academic background. Course description as quoted from CSUN website *"This course introduces first-time freshmen to the University as an institution, a culture, and an intellectual experience. Academic success is the central goal of the course. Topics include academic skills writing, reading, note-taking, test-taking, and information competence, as well as critical thinking); the value of higher education; the history and culture of CSUN; lifelong learning; the discourse of higher education; ethics and responsibility; diversity in higher education; advisement; health; and self-assessment. The course includes weekly writing assignments, frequent in-class exercises and some on-campus field trips."*

- The second course the "Explorer" students take is geared towards career choices. Dr. Lasky asks each student what their dream job would be. One student stated that she wanted to work with young children, and that student is successfully volunteering in a job in that field. Another student's dream was to be a make-up artist, however, CSUN does not have a pathway for that so she enrolled in the Apparel Design & Merchandising program. Jonah is a young man that wants to work in a museum so he is taking history courses. Jonah also has perfect pitch, so he currently sings with CSUN's a cappella group.
- Students receive services from Tri Counties Regional Center in North L.A. and from FACT. They also have academic coaches that meet with them to assist with homework and time management. All in addition to the support and guidance from Dr. Lasky.
- Dr. Lasky works to find placement in classes, jobs, volunteer work, etc. for the Explorer students. She does this because she loves it. This is only the second Explorer program in California. The big program is at Cal State Fresno and Dr. Lasky's goal is to grown the CUSN program to be equal to or better than the Cal State Fresno program!
- Dr. Lasky informed all of the SEDAC parents that common core standards is for college and career readiness, so districts and parents need to advocate that special education students can be successful at common core. Dr. Lasky also said that she is happy to report that the Explorer students are currently taking courses to achieve their goals and are passing with credit.
- **Wilbert Francis, MBA – Doctoral Candidate for the Ed.D. in Educational Leadership, San Diego State University. Project Director, Open the Doors to College, UCLA Tarjan Center**
- Mr. Francis is an expert on higher education for students with disabilities. Currently 12,000 students with disabilities are attending community colleges in California.
- Mr. Francis provided the definition of ID (Intellectual Disability) so that everyone was clear about who we are speaking about. *"Intellectual disability is characterized by significant limitations both in intellectual functioning and in adaptive behavior as expressed in conceptual, social, and practical adaptive skills. This disability originates before 18."* If provided with supports in addition to high expectations, then you would be surprised at these students' success in life. Intellectual curiosity is different than intellectually disabled.
- Why Post-Secondary Education (PSE) matters. Students with ID experience the poorest post-school outcomes. Only 32% of adults between 20 and 30 are employed, compared to 74% of individuals without disabilities. However, youth with some PSE are more likely to be employed, earn higher wages and require fewer supports.
- Parents should familiarize themselves with federal and state legislation such as the Reauthorization of the Higher Education Act 2008; Americans with Disabilities Act Amendments Act 2008; Section 504 of the Rehabilitation Act; Workforce Innovation

and Opportunity Act; and California Employment First.

- Can students answer the question "What about the Day after High School?"
 1. How do you want to spend your day?
 2. How will you use your strengths, interest, and abilities?
 3. What will you be doing 5, 10, 20 years from today?
 4. How will you take care of yourself?
 5. How will you get paid?
- What should students be prepared to do? Students should know as much about themselves as possible to be ready to ask for the assistance they might need.
 1. What is my disability?
 2. How does my disability limit my ability to think, read, write, speak, and learn?
 3. What support (device or assistance) helped me to learn and to show what I learned in high school?
 4. Do I need additional time to take a test?
 5. Do alternative media (book readers) help me?
 6. Do I need a speech to text device to type for me?
- Important that parents know about quality standards that are higher education worthy. Quality programs with accreditations standards. In addition they should be continuously working towards improvement.
- TPSID – Transition and Postsecondary Programs for students with Intellectual Disability are model demonstration projects funded by the US Department of Education. Through a Request for Proposals (RFP) process, grants are awarded to higher education institutes to enable them to create inclusive modern postsecondary programs for students with intellectual disabilities.
- Cal State Fresno only Star grant program. In California there are 8 College to Career Programs in collaboration with the Department of Rehabilitation.
- Mr. Francis reviewed the Four Pillars of Guided Pathways 1.) Clarify the Path 2.) Enter the Path 3.) Stay on the Path 4.) Ensure Learning
- What is our district doing to ensure there are dual enrollment opportunities for students?
- Q&A – Paula Nathan – Love to see department of rehabilitation go to IEPs without parent requesting it. How many students do you plan for in community colleges and what types of students are you looking for? Answer from Dr. Lasky regarding CSUN Explorer Program – "We can take as many as I can take care of in addition to my full workload as a professor. We accept students that can be successful because they want to succeed, not because their parents want it for them.
- Mr. Francis spoke up and stated "The minute you are told your student can't do, that's when you begin the conversation of what the student is interested in and what they can do. 2.1 million Individuals are served in Community Colleges. In the early teens parents should shift the role from parent speaking to young adult taking over meeting and saying what they want to happen in their life. Role of parent advocate should back off and let student take lead.
- Dr. Lasky informed the group that they should demand that goals are tied to common core standards. Ask teachers to look into self-advocacy training on how to teach students to self-advocate. Train the trainers (teachers train the students). Set the stage for success at birth.
- Q&A – How do students with emotional and behavioral disabilities prepare for college? Answer – if student has a diploma they can apply to CSU and Community college

because they have a ton of services at their colleges. Work with the Education Assistance Center. Students with emotional and behavior disabilities can and do succeed!

B. Amendments to Special Education District Advisory Council's Bylaws and Standing Rules

- All members voted to table this item. Want to form a committee and this topic will be brought up for discussion at a future meeting.

3. REPORTS

A. Executive Team - Board of Education Meeting Updates

- No Update

B. SEDAC Standing Committee Reports

- No Reports

C. Community Reports - Special Education Local Plan Area Community Advisory Committee

- Mrs. Holland updated SEDAC members on CAC events. Please visit the CAC website for information <https://www.vcselpa.org/For-Families/Community-Advisory-Committee>

D. Community Reports - United Association of Conejo Teachers (UACT)

- No Report

E. Community Reports - Thousand Oaks Library

- No Report

F. Community Reports - Independent Living Resource Center

- No Report

G. Community Reports - Boys & Girls Club

- Ms. Jennifer Wissusik, Director of Operations, Boys and Girls Clubs informed the group that Boys and Girls Clubs are on all CVUSD middle school campuses and are open to students with disabilities. The Clubs are open when school is out and drop-ins are welcome.

H. Community Reports - Conejo Recreation & Park District, Therapeutic Recreation Unit

- Devon Herbert, Supervisor, Therapeutic Recreation Unit and Inclusion Services informed the group that the new CRPD catalog is out, so please check out the courses offered this fall. Inclusive courses include, but are not limited to Fall Break Camp, Beginning Skateboard Lessons, and Inclusive Yoga Beginning. CRPD Staff have a lot of experience working with students with disabilities. Please contact Ms. Herbert if you have ideas for classes or know someone wanting to teach them.

I. Comments – Public

- No Comments

J. Comments - SEDAC Chair

- Mrs. Liu reiterated that parents should familiarize themselves with federal and state legislation as previously mention by Mr. Willis above, and reminded everyone to wear

orange in support of Unity Day, October 23, 2019.

K. Comments - SEDAC Members - Site Concerns and Successes (Blue Card)

- NPHS – Sparkles participated in dance contest. Adapted PE completed swimming unit. Unified Kickball November 15th at WHS and November 21st at Colina M.S.; Unified Basketball February 7th at NPHS and Unified Soccer April 24th at TOHS. Details are on CVUSD District website <http://www.conejousd.org/Departments/Student-Services/Special-Education>
- LCMS – Shared two successes – 1.) The principal is supportive of emailing communication to special education parents. He distributes the information instead of the SEDAC representative. Additional flyers were created through Google Doc with access to parents so they can see flyers or information. 2.) The principal met with her on two separate occasions to discuss SPSA plan. He’s listening and brainstorming with her and including her in the process.
- Lang Ranch – This year we had first VIW “Very Important Wranglers” group that were able to access the event 30 minutes access prior to other students. It was a good turnout. A quiet room was offered to students in need and the Resource teacher put out math games. Lang Ranch parents stated the quiet room (open to all students) was a good place for students to take a break in.
- Acacia – Harvest Festival and there are plans to be more inclusive this year, one new feature is the calming zone.
- Colina – Provided update on busing schedule challenges. She has gathered a lot of information from school sites and parents that she will share with Dr. Hayek.
- Dr. Hayek – Shared with the group that he does not want them to feel apprehensive about reporting a problem with transportation. Dr. Hayek communicated with Durham and made it clear what our District’s expectations are. Communication being made clearer. Pressed them about routes repeatedly late, so Durham had to subcontract with competitor to provide the services. Bus driver shortage and traffic at schools is a problem. We are working at making things better.

L. Comments - Assistant Superintendent, Student Services

- Anne Reilly, SEDAC’s Post-Secondary representative moved to Hawaii. She asked Dr. Miller to say goodbye to the group for her and express the appreciation she has for the SEDAC members and the work they do.
- Dr. Miller and Mr. Craven are doing a presentation on the Post-Secondary Program at the November 5th Board meeting.
- School Choice begins on November 1st. Information nights will take place first prior to that. The dates are on the CVUSD website. <http://www.conejousd.org/Departments/Student-Services/Special-Education>
- Dr. Miller thanked the SEDAC members for their input on site successes.

4. ACTION ITEMS - GENERAL

A. None

5. ACTION ITEMS - CONSENT

A. Approval of the September 17, 2019 Regular Meeting Minutes

- All members approved the minutes.

6. ADJOURNMENT

A. Adjournment

- Meeting adjourned at 11:40 A.M.