



Newport-Mesa

Unified School District

Inspire. Educate. Elevate.

Community Advisory Committee (CAC) Parent Meeting

January 24, 2024

Special Education Administrative Team



Sara Jocham, Ed.D
Assistant Superintendent,
Special Services



Elsie Briseño Simonovski, Ph.D
Administrative Director I,
Special Education



Juliana Sauvao, M.A.
Director, Special Education
Resolution/SELPA

Special Education Coordinators



Elke Day,
Preschool Coordinator,
Special Education



Heather Cash, Ph.D.
Elementary Coordinator,
Special Education



Amy Nagy, Ph.D
Elementary Coordinator,
Special Education



Melissa Powell
Elementary Coordinator,
Special Education



Mike Tincup, Ph.D.
Elementary Coordinator,
Special Education



Kim Doyle,
Secondary Coordinator,
Special Education



Myla Maxwell,
Secondary Coordinator,
Special Education



Linda Tworek, Ph.D,
Secondary Administrative Intern,
Special Education

What is CAC?

- Partnership between the community, parents, and the SELPA/School District
- Assists in advising the District about the Local Plan, annual priorities, parent education, and other Special Education related activities
- Ensures that the full continuum of services is available to all eligible students within its boundaries

CAC Membership

“The needs and resources of the CAC require that membership include broad representation of parents, students, staff and community. The committee shall be made up of persons residing/or working in the area of the District.

The CAC shall be composed of parents of individuals with exceptional needs enrolled in public or private schools, parents of other pupils enrolled in school, pupils and adults with disabilities, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs.”

- NMUSD Bylaws Article III Section I



English



Español



Русский

CAC Officers

Based on the By-Laws, the Officers of the CAC shall be a:

- Chairperson
 - Vice-chairperson
 - Secretary
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- ❑ Elected annually from voting members
 - ❑ Not serve more than 2 consecutive years

What is the role?

Chairperson

- Preside at all meetings
- Prepare agendas
- Appoint committees
- Act as a liaison
- Implementation of CAC decisions
- Assume other responsibilities

Vice-Chairperson

- Conduct meetings in the absence of chairperson
- Responsible for execution of by-laws
- Assume other duties

Secretary

- Maintain membership and attendance records
- Seek committee approval of minutes
- Keep minutes and distribute to committee
- Attend to correspondence

Nominations of Officers

Chairperson

Vice-Chairperson

Secretary



Communication and Language

Melissa Powell
Coordinator, Special Education

Fran Costilla
Lead Speech and Language Pathologist

Communication

Communication applies to the exchange of ideas and thoughts within two or more individuals. It can be done through writing, speech, gestures, symbols, or written communication. Communication is a continuous transmission of a message among two or more individuals, the sender and receiver.

Language Pyramid

Speech

Child produces
sounds correctly

Talking

Child uses words/sentences
to communicate

Understanding

Child understands instructions,
routines and actions of others

Play

Child learns by playing with objects, other
people and using their imagination

Looking & Listening

Child responds to sounds and is interested in seeing
what is around them

Adult-child interaction

Child learns how to communicate through interaction with
adults they know well

Care • Well-being • Partnership



Communication in the Home

- Parental support is important for the development of speech, language and communication
- The school team works in partnership with parents to support their child's communication development
- A number of daily activities can be used by parents to support their child's speech, language and communication development

Why are Parents so Important?

- If parents know what to look out for they can be the first to identify any difficulties
- As an IEP team member, parent input on their child's communication strengths and needs is important for goal development
- The amount and type of language used at home has an effect on children's overall language development.

Supporting Communication Development

- Use simple sentences that are around one word longer than the child is saying
- Give plenty of time for a child to initiate or respond (observe, wait and listen)
- Copy what your child is doing or saying and add one or two words to their sentence,
(for example 'Car!' 'Yes, a red car.')
- Use encouraging comments or open ended questions
- Make time for communication - have a quiet time where distractions are minimized
- Get their full attention when you are talking to them
- Use everyday routines and activities to practice communication skills- bath time and mealtimes are great.

Examples of At Home Activities

At home activities

Communication advice for teenagers

- Ask questions about their interests
- Ask open-ended questions rather than yes and no questions (“What was the funniest thing that happened today?”)
- Read books or watch TV shows together.
- Play word games together like Scrabble or Boggle
- Encourage and model good listening skills
- Encourage your teen to politely ask for clarification when needed
- Support and be involved in their use of electronic communication
- Support their communication outside of the house, such as with waiters or hair stylists, etc.

Pragmatic Activities for High Schoolers

- **Join a Club:** Finding groups of students that share a common interest can promote more natural social situations.
- **Attend School Sports Games/Dances:** While encouraging attendance at school events, make sure to discuss what the setting will look like and the different types of activities that may be involved
- **Join a sports team (school or community teams):** There are roles for all different types of students on sports teams.
- **Perspective Taking:** While your child is watching a show, or reading a book they enjoy, ask them to talk about how the different characters feel and how they know
- **Game night:** games involve many pragmatic skills, such as turn-taking and topic initiation, and require interaction with others.

Programs & clubs in high schools

Example clubs at Newport Harbor High School

English Language Learners

“English Language Learners have a superpower,” says Dr. Zane Hasan.

- English Language Learners (ELL) are a step above because they are in the process of becoming bilingual (or trilingual, etc).
- When kids are adding a new language, they’re sifting through *double* the vocabulary. They need time to process
- Students can go through a *silent period* when they are first learning a new language. This *silent period* can be as short as 6 weeks or can last as long as 2 years.
- Students may code-switch between languages

English Language Learners

- “If a child is really strong in ONE language, this will transfer to the second language,” (Dr. Hasan).
- It is okay to let your child use your native language in the home.
- ELL kids have another identity associated with their native language
- Some things don’t translate well in English
- It’s important to still talk in their native language to make sure they’re able to fully express themselves.

Communicating with your Nonverbal Child

- Communication doesn't always refer to speaking, although it's still important to speak with your nonverbal child. Each child responds differently to various kinds of communication; find out what works best for your child, and then use it regularly.
- Keep Talking-Just because your child might not be verbalizing doesn't mean you should stop talking to them.
- Use Simple Language -Instead of using complicated, multi-word phrases, use one or two-word phrases to label things and give direction. Keep it simple. If your child can say one-word phrases, then use two-word phrases and directions to give them a little push without overwhelming them.
- Pause - After you say something or ask a question, pause for a few moments, just as you would in a conversation with a friend or someone who is verbal. This allows your child some time to answer you in whatever way she or he can. It also models proper basic communication skills for your child.

Communicating with your Nonverbal Child

- Sit at Eye Level- Communicating with your child at eye level puts you right in their field of view and allows your child to see your hands, face, and mouth easier. This can help them interpret what you are communicating through your body language as well.
- Don't Underestimate Play- Playtime can be a great time to work on communication, especially with games or toys that involve imitation or encourage cause and effect. Activities that encourage social interaction, like singing, dancing, or playing with dolls can all be fun ways to practice communication with your child.
- Model non-verbal communication such as facial expressions, gestures, or use of devices

Presume Competence

“Belief that all students can learn, though in different ways, at different times, and with learning styles that best suit them.”

-Trisha Johnson

Questions?

CAC Officer Voting

Each voting member shall be entitled to one vote and may cast that vote on each matter submitted to vote to the committee. In order to assure active committee participation, absentee ballots shall not be permitted.



Next CAC Meeting Date

March 27, 2024

9:00-10:00

BESST Center, Room 113

Managing Behaviors and Meltdowns