San Bernardino County Superintendent of Schools

Transforming lives through education

Equity Webinar Series:

Least Restrictive Environment: Inclusive and Equitable Spaces for Students with Disabilities

Cherina Betters, Ed.D.
Chief of Equity and Access

Transforming lives through education

Least Restrictive Environment: Inclusive and Equitable Spaces for Students with Disabilities

Live: Wednesday, October 14th, 2020 @ 10:00am – 11:30am - Zoom Webinar



Cherina Betters, Ed.D.

"While [inclusion] surely requires readjustment and considerable effort on the part of educators, and on the part of the community in general, it is a small price to pay to increase the opportunity of individuals with disabilities to become fully-functioning, productive, and co-equal members of society, and of individuals without disabilities to learn in a world where individuals with disabilities are so included."

-Oberti v. Board Of Education (D.N.J. 1992)



Welcome



Ted Alejandre

County Superintendent

San Bernardino County Superintendent of Schools

"Allowing a student with a hidden disability (ADHD, Anxiety, Dyslexia) to struggle academically or socially when all that is needed for success are appropriate accomodations and explicit instruction, is no different than failing to provide a ramp for a person in a wheelchair ".





The most recent data from 2017-2018 shows that students identified as having a disability has increased by 11 percent when compared to data from 2000-2001.

About two-thirds of students with disabilities are male

States where students with disabilities populations had the greatest percent change (2000-01 and 2017-18)

Nevada, Utah, Arizona

*According to Pew Research Center *Based on total public-school enrollment



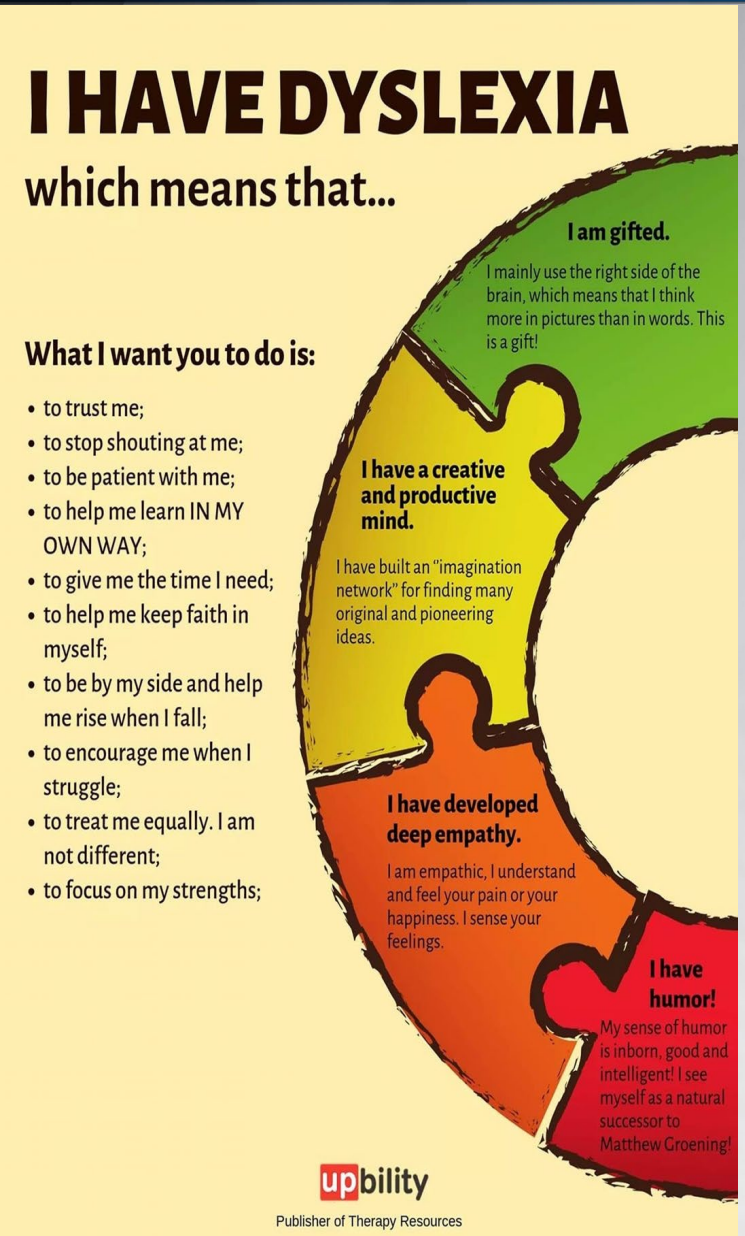


New York state serves the largest share of SWD in the country, followed by Pennsylvania (18.6%), Maine (18.4%) and Massachusetts (18%)

States serving the lowest shares of SWD: Texas 9.2% , Hawaii (10.6%) and Idaho (11%)

Between the 2000-01 and 2017-18 school years, 35 states had increases in SWD

*According to Pew Research Center *Based on total public-school enrollment



At 34% "specific learning disabilities" is the most common type of student disability pre-kindergarten through 12th grade (i.e. dyslexia, brain Injury)

20% speech and language; 14% chronic or acute health problems that adversely impacts their educational performance

Autism comprises 10% of all students with disabilities nationwide in 2017-18 compared to 1.5% in 2000-01.

Other health impairment 14.4%; Developmental delay 6.6%; Intellectual disability 6.3%; Emotional disturbance 5.1%; Multiple disabilities 1.9%; Hearing Impairment 1.1%; Orthopedic, Visual, Traumatic Brain Injury <1%

*According to Pew Research Center *Based on total public-school enrollment





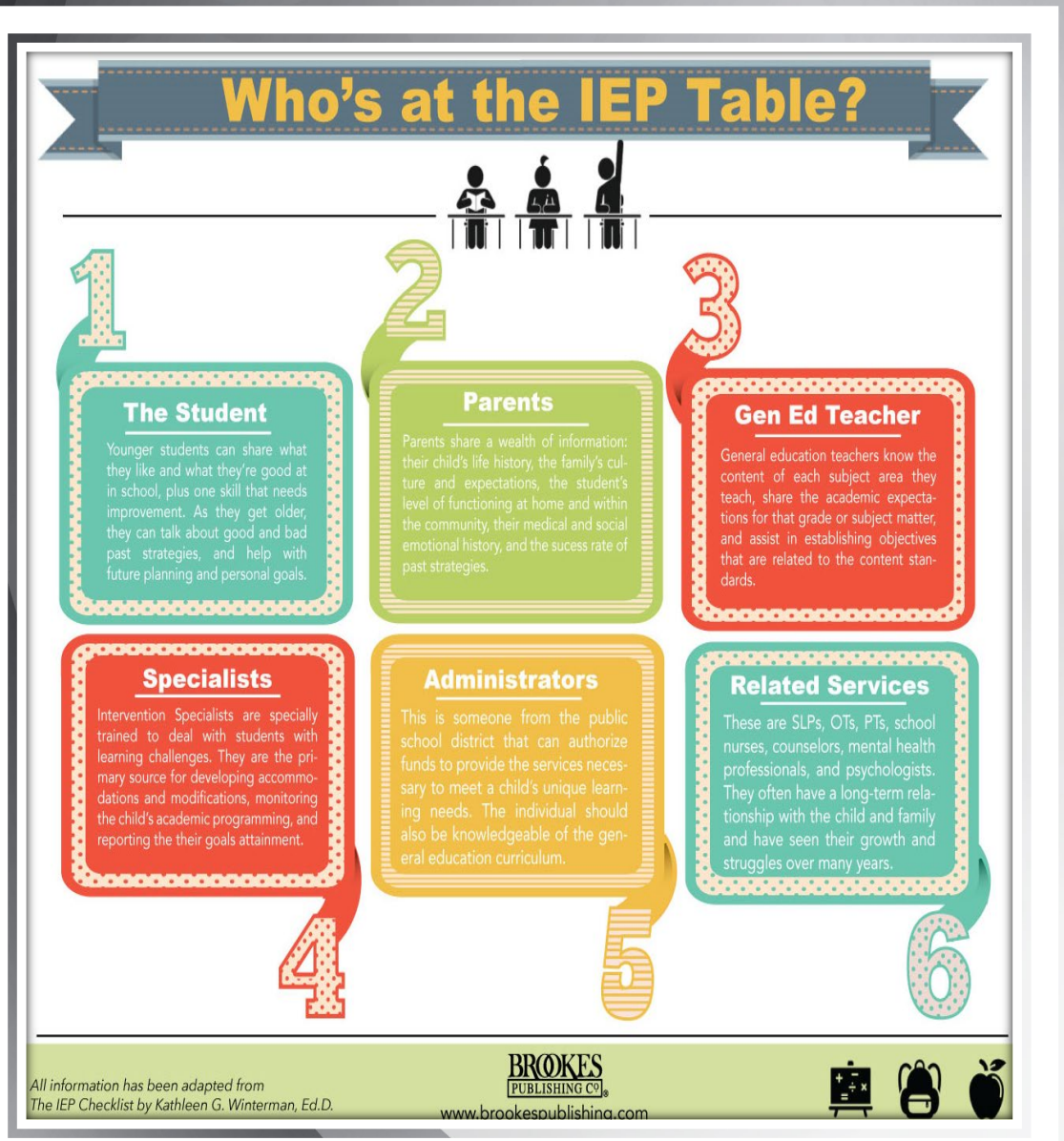
SPED TEACHERS

DO IT IN THE LEAST RESTRICTIVE ENVIRONMENT

Transforming lives through education



How to Teach Children to Include Classmates With Disabilities



Inconsistencies in how states determine which students are eligible for special education services and the challenges involved with identifying SWD.



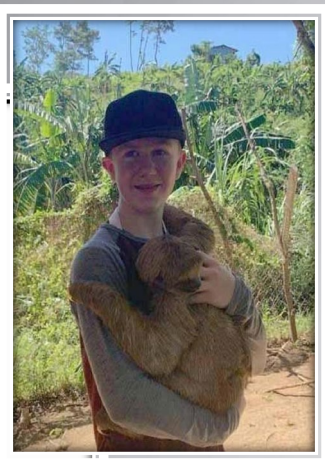


Research shows Black children and English learners are also more likely to be referred for special education.

Studies have shown disabled students express lower levels of comfort with using technology.

Research also suggests that low performing students in high performing schools are also often referred for Special Education services.

*According to Pew Research Center *Based on total public-school enrollment



13-Year-Old Boy With Asperger's Syndrome Shot By Police In Salt Lake City

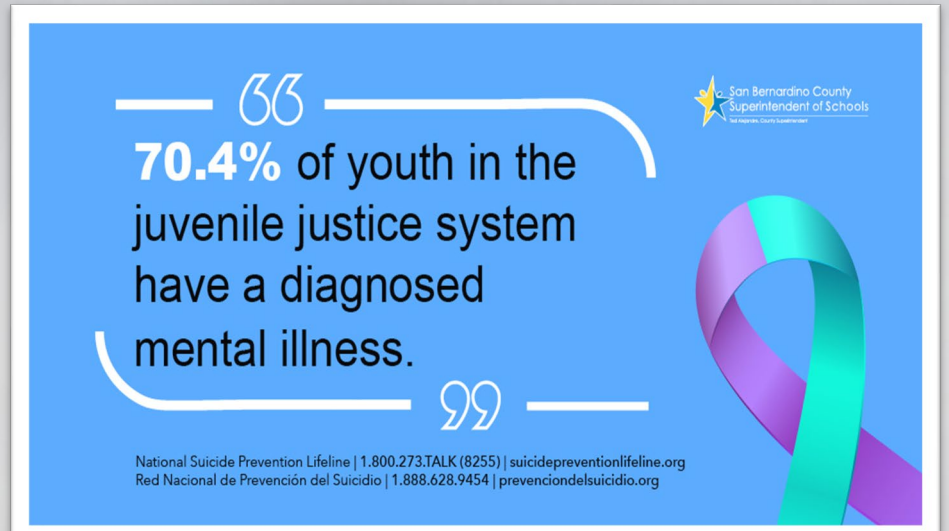
By Matt Perez, Forbes Staff
September 8, 2020 at 11:01 AM · 2 min read

TOPLINE

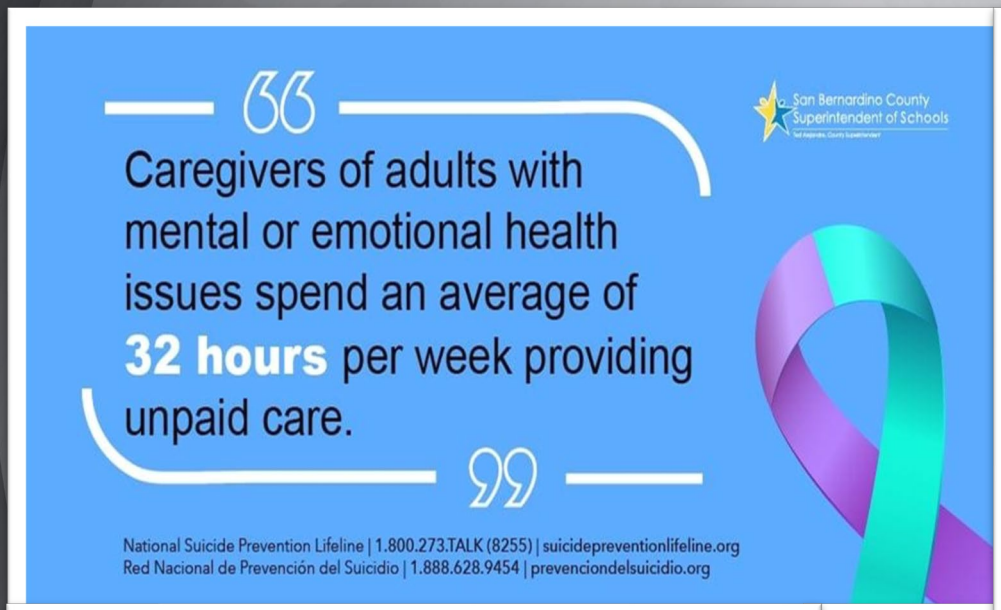
A 13-year-old boy with Asperger's syndrome in Salt Lake City was shot by police on Friday after his mother called for help with a mental episode, marking another incident between law enforcement and people with mental illnesses as protests demanding institutional reform in policing continue worldwide.



A protester holds a sign in front of the Utah State Capitol building during a protest in Salt



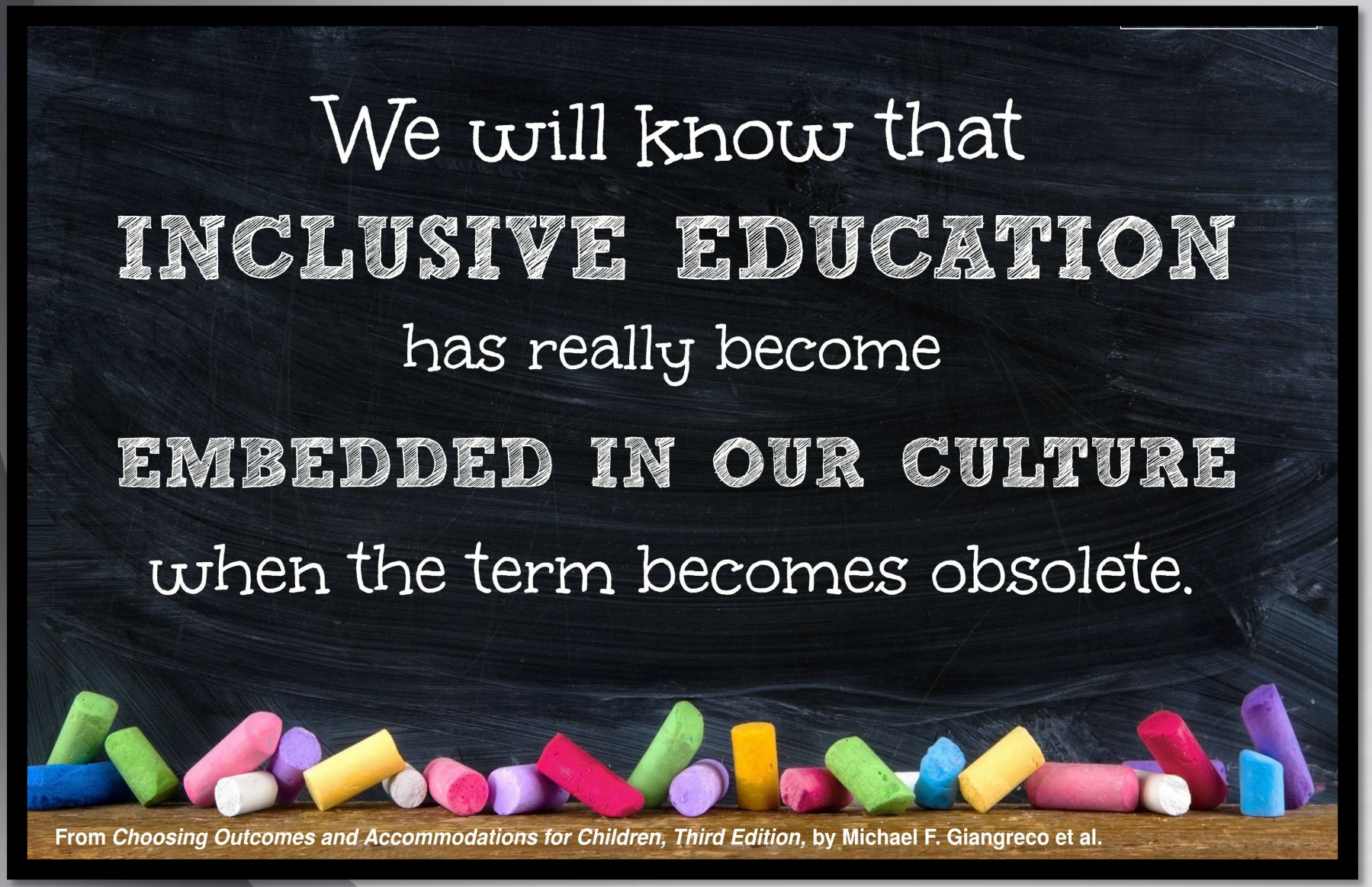



San Bernardino County Superintendent of Schools
Caregivers of adults with mental or emotional health issues spend an average of **32 hours** per week providing unpaid care.
National Suicide Prevention Lifeline | 1.800.273.TALK (8255) | suicidepreventionlifeline.org
Red Nacional de Prevención del Suicidio | 1.888.628.9454 | prevenciondelsuicidio.org






San Bernardino County Superintendent of Schools
Depression is the **leading cause** of disability worldwide.
National Suicide Prevention Lifeline | 1.800.273.TALK (8255) | suicidepreventionlifeline.org
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We will know that
INCLUSIVE EDUCATION
has really become
EMBEDDED IN OUR CULTURE
when the term becomes obsolete.
From *Choosing Outcomes and Accommodations for Children, Third Edition,* by Michael F. Giangreco et al.

Least Restrictive Environment: Inclusive and Equitable Spaces for Students with Disabilities

Panelist and Presenter

Jessica Lascano, M.A.

School Psychologist, NCSP

San Bernardino County Superintendent of Schools

Jessica M. Lascano is a school psychologist with the San Bernardino County Superintendent of Schools. This is her 17th year in education, and she is credentialed as a mild to moderate education specialist, school counselor, and school psychologist. She is ABA trained via the Florida Institute of Technology, a Nationally Certified School Psychologist(NASP), and a licensed Educational Psychologist. She enjoys giving back to the community, and has worked as an adjunct professor, parent trainer, social skills trainer, and university level mentor for teachers and school psychologists. Jessica has an interest in helping others to grow and is dedicated to supporting all children in their pursuit of a public education.



Wednesday, October 14, 2020
10:00-11:30AM

Please join us for a webinar titled, "Least Restrictive Environment: Inclusive and equitable spaces for Students with Disabilities", hosted by San Bernardino County Superintendent of Schools office of Equity and Access. This webinar will focus on Equity in Special Education while exploring the historic and current context of educational practices, learning needs, supports, and outcomes for students with disabilities in and out of the school setting.

Least Restrictive Environment: Inclusive and Equitable Spaces for Students with Disabilities

Panelist and Presenter

Patty Metheny, Ed.D.

Administrator

East Valley SELPA

Since 2015, Dr. Patty Metheny has been the Administrator for the East Valley SELPA. She is currently a member of Executive Team for the SELPA Administrators of California. Dr. Metheny has over 37 years of service in public education. She served as the Director of Student Services for 13 years and spent many years prior to that as a School Psychologist and Teacher for the Yucaipa-Calimesa Joint Unified School District, as well as a School Psychologist for the Colton Joint Unified School District. She earned her Ed.D. in Organizational Leadership from the University of La Verne, her M.A. from Azusa Pacific University, and her B.A. from the University of California, Riverside, graduating Magna Cum Laude and as a member of Phi Beta Kappa. Her dissertation focused on identifying alternatives to special education due process for inclusion in IDEA. Dr. Metheny is a strong proponent of alternative dispute resolution (ADR) practices and developing strong family-school relationships. Her expertise and interests include parent education, early childhood education, MTSS, PBIS, inclusive education, assessment practices, and special education compliance/policies and procedures.



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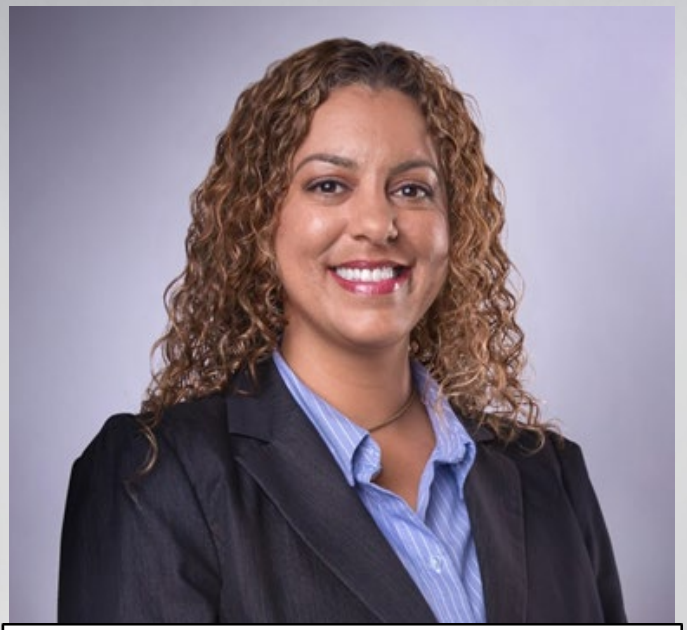
Panelist

Jennifer Braddick

Special Education Principal

San Bernardino County Superintendent of Schools

Jennifer Braddick serves as a Principal of Special Education for the San Bernardino County Superintendent of Schools, West End Student Services department. In this capacity she oversees several county operated Special Education programs for students with moderate to severe and or medical disabilities. These programs are located on comprehensive High School and Middle School campuses within the West End Special Education Local Plan Area (SELPA). Prior to this role, Mrs. Braddick served as the Coordinator of Vocational Services for the West End SELPA, where she managed several grant-funded and cooperative programs that provide opportunities to students with disabilities to develop pre-employment transition skills, participate in work experience, and to make agency linkages to obtain support beyond high school. Mrs. Braddick has over 20 years of experience working in special education in various capacities, ranging from a special education teacher to site administrator. She has been an active partner in the development of the Inland Empire Regional Local Partnership Agreement and in the implementation of pilot vocational programs in collaboration with Inland Regional Center and the Department of Rehabilitation for students in the west end of the Inland Empire.



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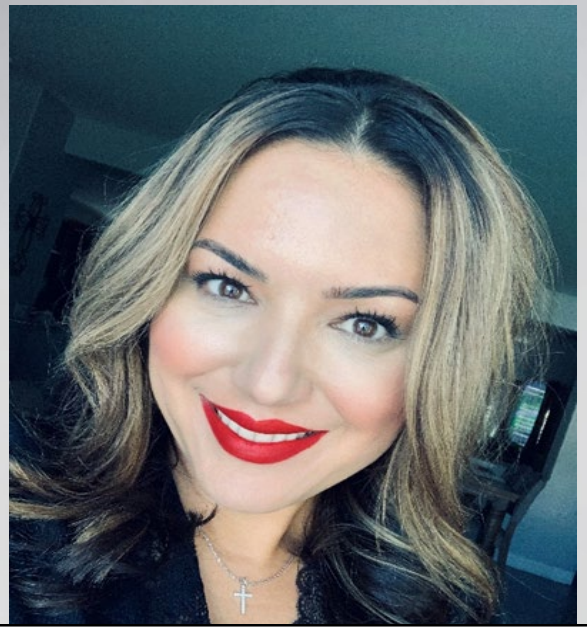
Panelist

Lisa Garcia

Alternative/ Special Education Principal

San Bernardino County Superintendent of Schools

Lisa Garcia is a principal with the San Bernardino County Superintendent of Schools. Lisa has 17 years of experience as an educator. She has worked as a pre-school teacher, special education teacher, program specialist, and special education and alternative education principal. Lisa earned her bachelor's degree from the University of Nevada Las Vegas (UNLV,) in Early Childhood Development. She received her special education credential from California State University, San Bernardino, and her master's degree in Educational Leadership from Point Loma Nazarene University. Lisa is credentialed as a moderate to severe education specialist, general education teacher, and administrator. Lisa believes in being a life learner and has participated in on-going continuous education throughout her career. She believes that regardless of ability, all children have the right to reach their full potential. Lisa enjoys giving back to the community, as well as the profession. She is passionate about the population of students and families she serves. Lisa believes that there is power in relationships with all stakeholders and that together, we can make a difference in a child's life.



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Least Restrictive Environment: Inclusive and Equitable Spaces for Students with Disabilities

Panelist

Alfonso Jimenez Jr.

District Administrator

Department of Rehabilitation

Alfonso Jimenez, Jr. Staff Services Manager II, District Administrator, over the Inland Empire District within the State of CA Department of Rehabilitation (DOR).

Through his professional and academic pursuits, Alfonso strived for independence and equality for people with disabilities.

Alfonso has over 17 years of experience in human services/case management field, along with 9 years of management experience. He brings his diverse experience and knowledge working with a wide variety of people from different ethnic and socio-economic backgrounds. He has been with DOR for 9 years with the last year serving as the Inland Empire District Administrator. He has closely assisted with the development and delivery of cooperative DOR programs including the mental health COOP, TPP, and SWD Services, throughout the Inland Empire. He was also the lead manager for DOR for the statewide CA Promise grant program. Where he worked closely with LEA sites and DOR offices statewide to improve collaboration between both agencies related to student services.



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Least Restrictive Environment: Inclusive and Equitable Spaces for Students with Disabilities

Panelist

Debra McMurtrey

Special Education Teacher

Yucaipa-Calimesa Joint Unified School District

Debra McMurtrey is a Special Education teacher for students with moderate to severe disabilities at Mesa View Middle School in the Yucaipa-Calimesa Joint Unified School District. This is her 14th year teaching, and prior to that, she was a substitute teacher for YCJUSD while completing her bachelor's degree at Cal State San Bernardino, and teaching credentials at Azusa Pacific University. Debra is the first mod/severe teacher to be selected as Teacher of the Year for YCJUSD, and is currently one of three San Bernardino County Teachers of the Year.



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Least Restrictive Environment: Inclusive and Equitable Spaces for Students with Disabilities

Panelist

Thomas Green

Probation Officer II

San Bernardino County Probation Department

Thomas Green is a Probation Officer with 15 years' experience in probation

Began career in 2005 for the state of GA, sworn in as a U.S. Marshall and worked with the West Georgia Fugitive Task Force before moving back to California in 2012

Worked for O.C. Probation for 2 years

Now currently employed with San Bernardino County Probation as of 2015. works School Probation Officer. Formerly worked High supervision and the Probation Apprehension Team. Instrumental in the Target Response Operation where probation led a team to target Guns, Drugs, and Gang members. Very successful operation.

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Inclusive & Equitable Spaces in Special Education

Patty Metheny, Ed.D.

Administrator, East Valley SELPA

Jessica Lascano, M.A.

School Psychologist, San Bernardino County Superintendent of Schools





Inclusive

Aiming to include and integrate all people and groups



Equitable

Just and right













Spaces

Area provided for a particular purpose

Special Education

The practice of educating students in a way that addresses their individual differences and special needs









Inclusive and Equitable Spaces in Special Education

Goal: To Include and integrate all people and groups by using just and right practices for a particular purpose; that purpose is educating students in a way that addresses their individual differences and special needs

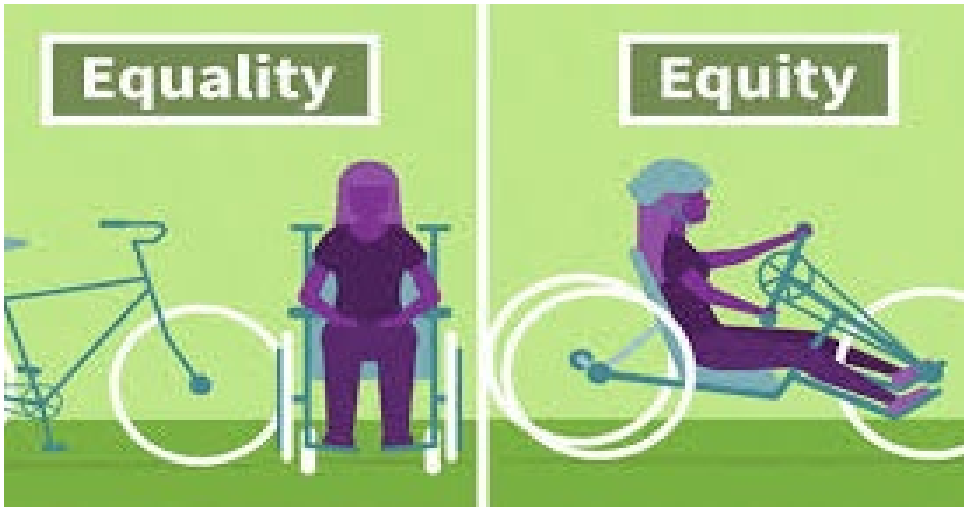






How did we arrive at this goal?

What are we doing to reach the goal



How did we arrive at this goal?

- History of Litigation & Laws Leading to Special Education
- The Evolution of Moving from Equality to Equity







History of Litigation Leading to Special Education

Civil Rights

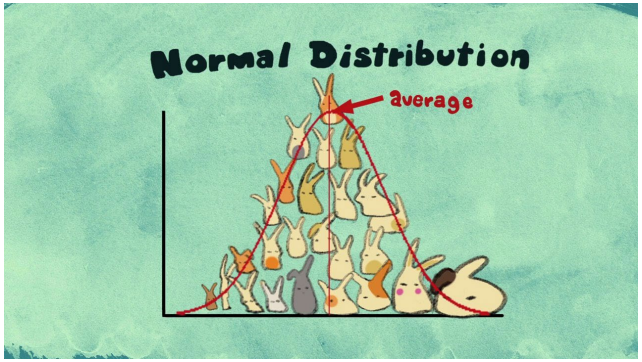
Parent Rights

Prior to IDEA

The two types of discrimination most evident were:

- The exclusion of students with disabilities altogether from school.
- The classification of students with disabilities when no disability was present.





Mendez v. Westminster 1947



- 1947 court case challenging racial segregation in Orange County, Ca.
- Mexican-American Student
- Turned away from “whites only” school



Mendez v. Westminster 1947





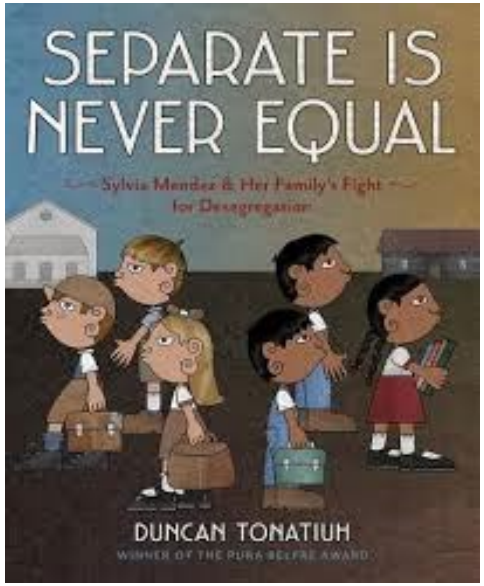
- Father would not back down
- Attorney argued that the segregation might result in feelings of inferiority in Mexican-Americans which would in turn undermine their ability to be productive citizens
- This was a new type of argument

Mendez v. Westminster 1947



- Judge McCormick was the judge in for this case and he agreed with the family's attorney

- His opinion included the following **"[t]he <u>equal</u> protection of the laws pertaining to the public school system in California is not provided by furnishing in separate schools the same technical facilities, textbooks and courses of instruction to children of Mexican ancestry that are available to the other public school children regardless of their ancestry. A paramount requisite in the American system of public education is social equality. It must be open to all children by unified school association regardless of lineage."**

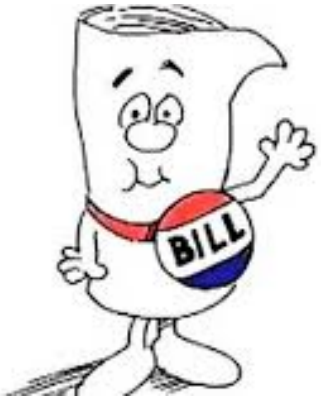


Mendez v. Westminster 1947

- Introduced notion that there is no such thing as separate but equal
- District/board appealed the case to the U.S. Court of Appeals
- District did not agree that child had the right to attend the “whites only” schools, did not agree segregation was a problem
- U.S. Court of Appeals upheld findings, monumental, helped set the stage for future cases (Brown v. Board of Education)



Mendez v. Westminster 1947



- Two months later, California Governor Earl Warren signed a bill ending segregation in California schools

- California was first state to officially de-segregate public schools



Brown v. Board of Education of Topeka, Kansas 1954



- Earl Warren also involved (by chance, we'll get to that)
- 5 separate cases under one name
- Challenged constitutionality of segregation in public schools
- U.S. District Court three judge panel recognized some of plaintiffs' claims as pertinent, but ruled in favor of districts (boards)
- Plaintiffs appealed to the supreme court (consolidated all 5 cases under Brown)
- Thurgood Marshall, attorney for students, argued there could be no separate but equal due to the equal protection clause of the 14th amendment
- Also argued that segregation could make black children feel inferior to white children and thus practice should not be legally permissible

Brown v. Board of Education of Topeka, Kansas 1954



- Supreme Court Case held in June of 1953, justices could not come to an agreement, decided to rehear case in December of 1953
- Chief Justice Vinson died between June and December and Justice Warren (remember him from Mendez) was appointed, and was able to get all justices to agree (unanimous)
- May 1954 ruling delivered, court determined separate but equal is not okay
- From ruling **"We conclude that in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal. . ."**




The Russell Daily News

Segregation in Schools Is Outlawed

200 Farmers See Soil Erosion From Airplanes

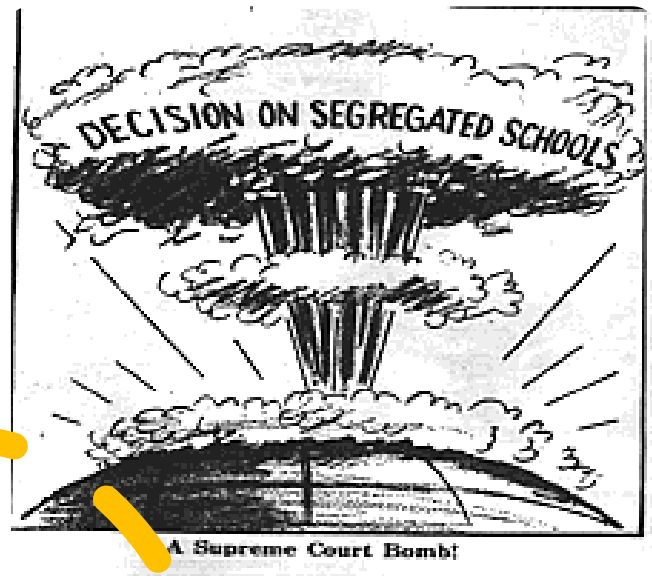
State to Comply With Decision, Faubus Decides

Supreme Court Finally Makes Historic Ruling

Knowland Sees Indo-China War

Brown v. Board of Education of Topeka, Kansas 1954

- In decision justices citied Fourteenth Amendment (granted citizenship to "All persons born or naturalized in the United States")



A Supreme Court Bomb!

- Illegal to arbitrarily discriminate against any group of people. It then applied this principle to the schooling of children. (Plessy vs. Ferguson reversal i.e. no such thing as separate but equal)

- This case began to set the stage for **ALL** children with disabilities getting access to education in an equal manner

Hobson v. Hansen- 1967



- Class action lawsuit filed by civil rights activist Julian Hobson
- Filed in federal trial court against D.C. school system
- Alleged low income, and black students denied equal educational opportunity due to discriminatory practices
- Students were assessed and based on results placed on a track
- Nearly impossible to switch tracks



Hobson v. Hansen- 1967

- Education accessed was based on tracks to which student was assigned
- Single measure used to place on tracks (aptitude test given in elementary school)
- Lower tracks had higher numbers of low income and black students
- Judge Skelly Wright found tests were inaccurate, they did not actually measure aptitude because they were biased
- Poor, black children would earn lower scores because of the built-in bias
- Judge Wright stated status was used to assign tracks, not ability





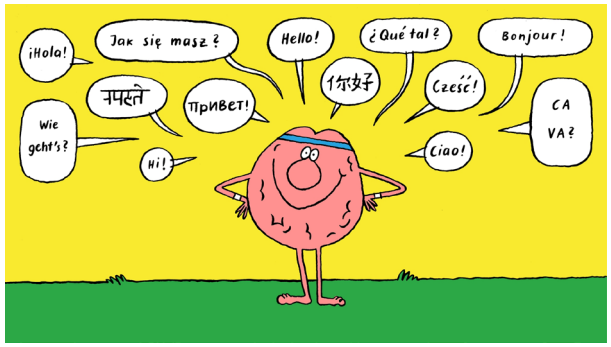






Hobson v. Hansen- 1967

- Wright concluded that this was discriminatory cited the Due Process Clause of the Fifth Amendment
- Lower-track classes provided less educational opportunity (illegal)
- Outcome- Court declared D.C. school system's tracking system invalid, but allowed for special classes provided testing procedures were rigorous and that testing was frequent.





Diana v. California State Board of Education 1970

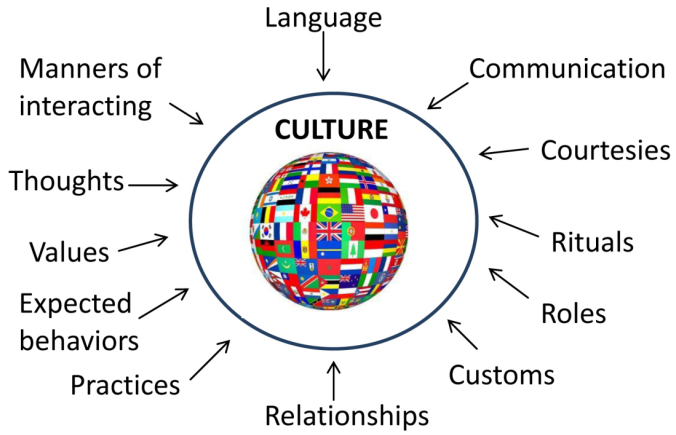
- Student Diana struggled with academic classes, one of nine plaintiffs that argued that the district was unconstitutionally identifying students as having a disability due to faulty testing practices
- Diana was assessed and determined to need special education due to “mild mental retardation”
- Diana was placed in “Educably Mentally Retarded” (EMR) classes

Diana v. State Board of Education 1970

- Diana's native language was not English
- She was tested in English with the intelligence measure used being highly verbal
- Test was also deemed culturally biased



This Photo by Unknown author is licensed under CC BY-SA-NC.



Diana v. State Board Of Education 1970



- EMR classes were made to teach social and functional skills, did not focus on academics
- Plaintiff argued that the barrier to doing well on IQ test was language, did not believe the IQ measures were valid measures of intelligence for an English Learner
- Plaintiff argued that improper identification and placement were a violation of the student's rights





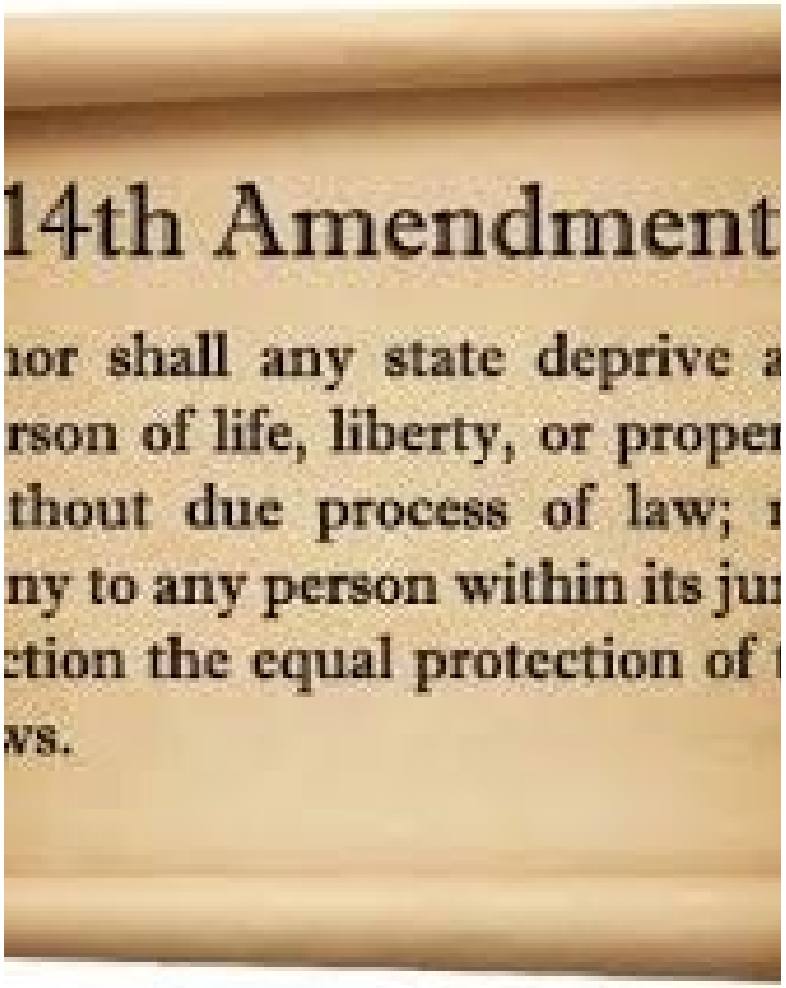
Diana v. State Board of Education 1970

- Plaintiff argued that the equal protection clause of the 14th amendment was not being adhered to, and thus the student's rights were violated
- Equal protection clause- *"a state may not deny to any person within its jurisdiction the equal protection of the laws"*
- Plaintiff argued by giving English intelligence tests to students whose native language was not English the students were not being equally protected

Diana v. State Board Of Education 1970

- Defendants argued that because intelligence testing was an approved method for identifying “mental retardation”, and because all students assessed for “mental retardation” were assessed in the same manner there was no violation

- Court determined that the student rights were in fact being violated as the students were not being afforded equal protection because they could not comprehend the test questions, this meant their 14th amendment right was in fact being violated



Diana v. State Board Of Education 1970



- This case set the stage for Larry P. v Riles
- Diana was reassessed by a bilingual psychologist and her IQ, which was previously at 30 (standard score which is very low) jumped up by almost 50 points
- Diana no longer qualified for special education
- Testing had to be done in native language or with sections of the test that do not require English Language knowledge

Diana v. State Board Of Education 1970

Other outcomes

- Chinese American and Mexican American students in EMR classes had to be re-assessed with measures that were appropriate for them
- Students were to moved to appropriate classrooms if needed
- Performance of minority students needed to be compared to peer groups and not to non-minority students
- State of California legislature mandated that test scores used for placement be substantiated by child's developmental history, cultural background, and academic achievement
- New types of measures, intelligence tests and others, sprouted from this



Parc v. Commonwealth of Pennsylvania - 1972





- Pennsylvania Association for Retarded Children (P.A.R.C.)
- Gilhool was the attorney for this case, he relied heavily on Brown v. Board, and connected his case with the predecessor
- Filed on behalf of 13 children who were being denied access to an education based on their disability status

Parc v. Commonwealth of Pennsylvania - 1972

- Children who did not have a ”mental age” of at least 5 by the time they were enrolling in 1st grade were prohibited from attending school

- Plaintiffs argued that this exclusion violated their rights under
  - 1) The Equal Protection clause and
  - 2) The Due Process Clause of the Fourteenth Amendment





Parc v. Commonwealth of Pennsylvania - 1972

- Remember* equal protection- *a state may not deny to any person within its jurisdiction the equal protection of the laws*
- Due process- "*No person shall be deprived of life, liberty, or property without due process of law"*
- Court determined it was unlawful to prohibit children (up to age 21) admission to a public-school program appropriate to his learning capacities
- Court also noted it was unconstitutional for an individual to have his educational status changed without first being **notified** of and **given the opportunity for** a due process hearing.

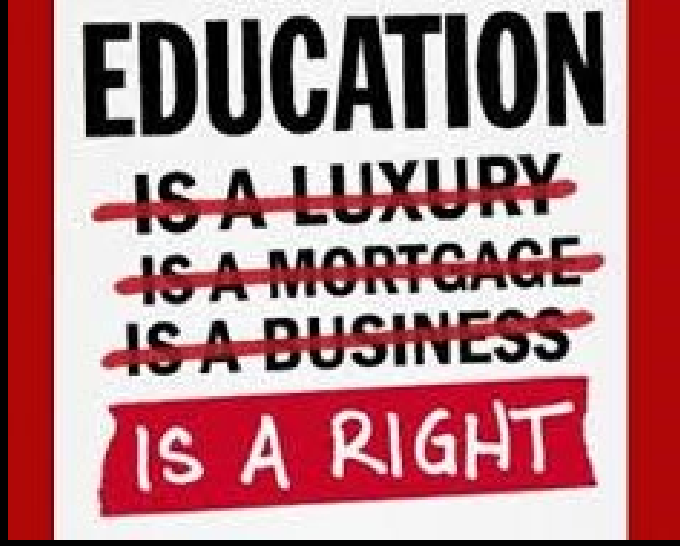


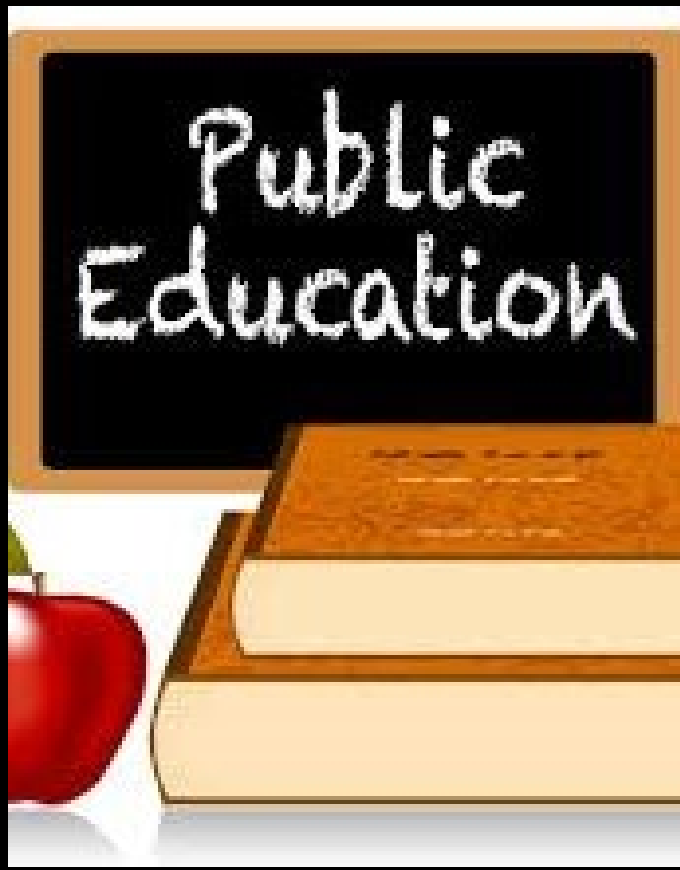


Parc v. Commonwealth of Pennsylvania - 1972

- From the judges- "*Expert testimony in this action indicates that all mentally retarded persons are capable of benefiting from a program of education and training… It is the Commonwealth's obligation to place each mentally retarded child in a free, public program of education and training appropriate to the child's capacity.*"

- *Also stated "*Placement in a regular school is preferable to placement in a special school class is preferable to placement in any other type of program of education and training."





Parc v. Commonwealth of Pennsylvania - 1972



Pennsylvania was required to:

1. Provide a free and appropriate public education to all students regardless of the nature or extent of their disabilities

2. To educate children with disabilities alongside children without disabilities to the fullest extent possible

3. To conduct an annual census to locate and serve children with disabilities

4. To cease and desist from applying school exclusion laws



Parc v. Commonwealth of Pennsylvania - 1972



5. To notify parents before assessing a child to determine the presence of a disability or prior to placement in a special education program

6. To establish due process procedures

7. To reevaluate children identified as having a disability on a regular basis

8. To pay for private-school tuition if the school refers the student to a private school or cannot reasonably meet the needs of the student in public school



Mills v. Board of Education of District of Columbia- 1972

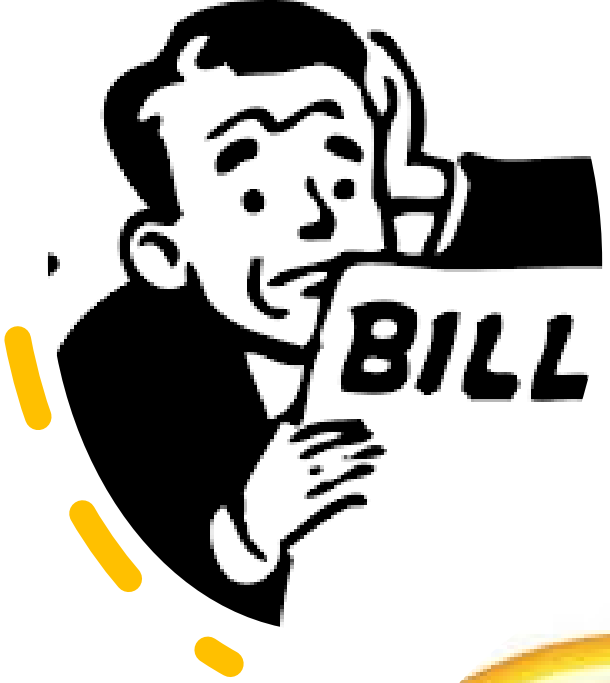


- Similar to PARC
- Class action lawsuit filed by parents of students with disabilities against D.C. Board of Education
- Suit alleged D.C. Board of Education failed to provide all students with disabilities a public education
- Court ruling required all plaintiffs be provided with a free and appropriate public education (FAPE)





Mills v. Board of Education of District of Columbia- 1972



- Children were denied educational opportunities because of their exceptionality
- Children's disabilities were deemed to too hard or too expensive to provide support for
- Due process hearings and periodic reviews were not being completed
- District basically said "sorry it's too expensive"



Mills v. Board of Education of District of Columbia- 1972



- Court required due process procedures be established
- Students with disabilities were also mandated to receive special education services regardless of the district's financial capability



Setting the Stage

- As you can see the aforementioned cases propelled the nation toward addressing the needs of children with disabilities
- The notion of providing education for all people based on the 14th amendment served as a catalyst for education being offered for all children regardless of ability
- All of these cases set the stage for the ***Individuals with Disabilities Education Act***





History of Special Education

IDEA



IDEA



- The *Individuals with Disabilities Education Act (IDEA)* was originally known as the *Education of Handicapped Children Act* and was passed in 1975

- This act marked the first time that states who received money from the federal government were mandated to provide equal access to education, and one free meal a day, for children with physical and mental disabilities



- Prior to this act being enacted there were no mandated protections across the United States for children with disabilities in schools

- The *Education of Handicapped Children Act* became *IDEA in 1997*



IDEA

- *IDEA* has been updated throughout the years with the most recent update occurring in 2004

- Changes over the years increased areas of disability covered, expanded parent rights, ensured other areas such as transition were covered, and put into place safeguards to ensure proper funding and to combat disproportionality









History of Special Education

Judicial Decisions

Post-IDEA

Board of Education of the Hendrick Hudson Central School District v. Rowley- 1982



Rowley Standard

- The Rowley Standard came from a Supreme Court landmark decision in 1982

- Rowley Standard states that a public school must develop and implement IEPs that are “reasonably calculated to result in educational benefit”

- Two parts the Rowley standard that are used to determine if a school has provided FAPE as required by IDEA.
  - 1. Has the school has complied with the procedures of the IDEA
  - 2. Is the individualized education program (IEP) developed through the IDEA's procedures and it been calculated to enable the child to receive educational benefits

- Introduced the notion of **EQUALITY**

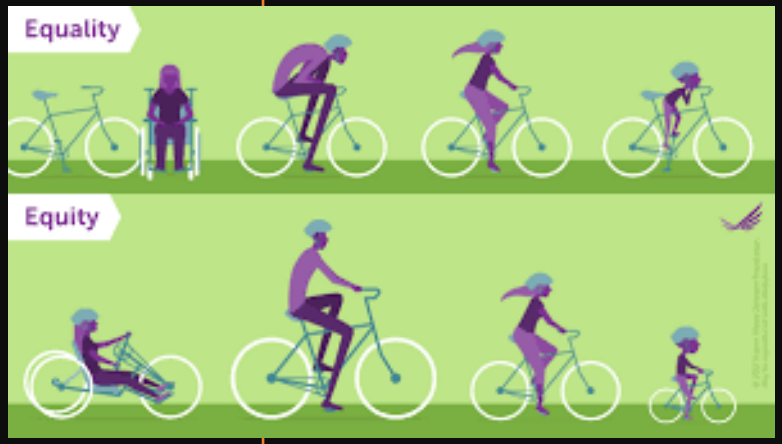
Endrew F. v. Douglas County- 2017



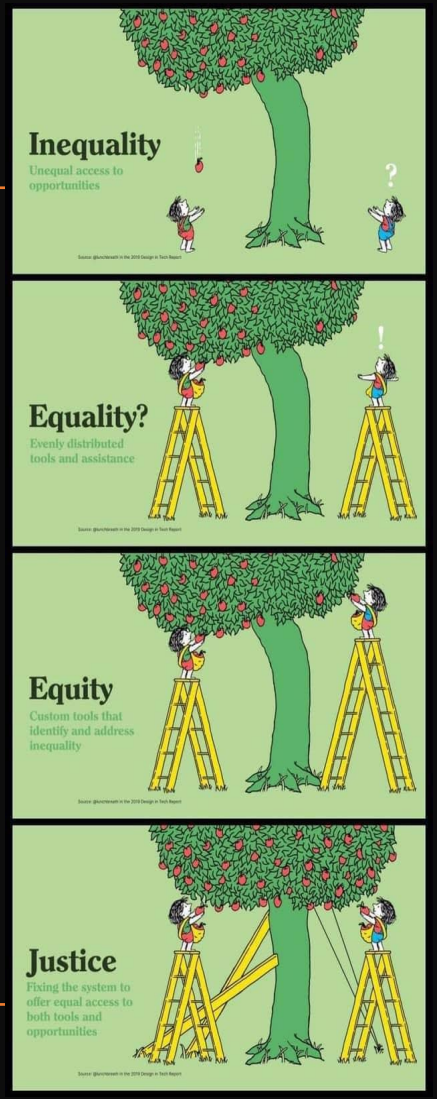
- Supreme court landmark case
- Court determined an IEP should be "reasonably calculated to enable the child to make progress appropriate in light of his circumstances"
- Takes into consideration a child's unique circumstances
- There can be no one size fits all, and IEPs must be "appropriately ambitious"
- Moves us from **EQUALITY** of IDEA and Rowley to the notion of **EQUITY**



Equality vs. Equity



Both equality and equity aim to ensure basic fairness. With equality, the end goal is simple fairness – everyone has the same starting point and is treated exactly the same. With equity, however, the presumption is that not all people begin from the same place – so each person is given what they need to be successful, based on their unique abilities and needs.





Structure of Special Education in California

In 1977, all California school districts were required to join to form geographical regions of sufficient size and scope to provide for all the special education service needs of the children residing within the region boundaries. These regional services agencies were call Special Education Local Plan Areas (SELPAs) and were formed in 1980.

Today

California has approximately 135 SELPAs. The various governance structures and responsibilities are delineated in Education Code 56195. Each SELPA is unique.

East Valley SELPA

A Multi-district SELPA

Includes 5 Districts & San Bernardino County Superintendent of Schools East Valley Operations serving identified special education students

- **–Colton Joint USD (2,667)**
- **–Redlands USD (2,722)**
- **–Rialto USD (2,827)**
- **–Rim of the World USD(395)**
- **–Yucaipa-Calimesa JUSD (1,277)**
- **–SBCSS - East Valley Ops & SELPA (322)**

- **Total – 10,210 (per October 2019 Certified Pupil Count of Special Education Students)**

The Mission of the East Valley SELPA

Ensure the provision of high-quality special education that recognizes, respects and meets the individual needs of a diverse population in the most:

- effective,
- equitably provided, and
- In the most cost-effective manner practicable

By working cooperatively with schools, families and the community to support a full complement of services regardless of the nature or severity of the disability or where the child lives within the SELPA.

How does EV SELPA promote equity & inclusion?



In the language we use...



- **Language expresses our beliefs, mindset**
- **We use People First Language**
- **We ask what does the child need, not what is the child's disability**
- **We set high expectations for all**

People First Language Resolution
East Valley SELPA Board of Directors
September 23, 2015

WHEREAS, All students deserve to be treated with dignity and respect; and

WHEREAS, More than 700,000 students with disabilities receive special education services in California, comprising more than 10 percent of the state's public school enrollment; and

WHEREAS, Students with disabilities are sons, daughters, sisters, brothers, friends, and neighbors; and

WHEREAS, The contributions of students with disabilities enrich our communities as they live, learn, and share their lives; and

WHEREAS, The language used to refer to students with disabilities has a profound impact in shaping beliefs and attitudes about these students, driving policies and laws, influencing our feelings and decisions, and affecting students' daily lives; and

EAST VALLEY SELPA
Educating Together

WHEREAS, Old, inaccurate, and inappropriate descriptors about students with disabilities perpetuate negative stereotypes and attitudinal barriers; and WHEREAS, When we identify or describe students with disabilities primarily in terms of their disability or medical diagnosis, we undervalue and stigmatize them; and

WHEREAS, Using thoughtful terminology can foster positive attitudes about students with disabilities; and

WHEREAS, One of the major improvements in communicating verbally or in writing with or about students with disabilities is People First Language, which places the person ahead of his or her disability; and

WHEREAS, People First Language is an objective form of communication that eliminates generalizations and stereotypes by focusing on the person rather than the disability; and

EAST VALLEY SELPA
Educating Together

WHEREAS, For example, we do not refer to a child with cancer as a “cancerous child,” and similarly, we should not refer to a child with autism as an “autistic child” or a child with epilepsy as “an epileptic child;” and

WHEREAS, A recent report of California’s Statewide Task Force on Special Education entitled, “One System: Reforming Education to Serve All Students,” called for a unified, inclusive educational system that supports all students based on individual needs; and

WHEREAS, The manner in which written and verbal policies and communications refer to students with disabilities can further this important state educational goal; and

WHEREAS, The California Legislature recognizes the necessity of a more respectful and humanistic view of students with disabilities; now, therefore, be it

Resolved by the East Valley SELPA Board of Directors, That the Board affirms that all policies and procedures should use People First Language to the greatest extent possible.

EAST VALLEY SELPA
Educating Together





In the actions we take…

Professional Learning





Using Data to Making Student-based Decisions, Providing Behavioral Supports, Structuring Classrooms to Support All Students, Modifying Curriculum & Instruction to Support All Students

Using Neuroscience to Address Unconscious Bias







BETTER TOGETHER

In our partnerships



East Valley SELPA Grant

Interagency Agreements

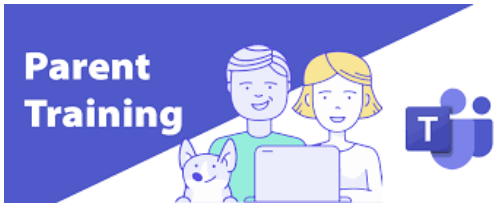






Grants & Contracts







In our parent collaboration and parent trainings



CAC
Community
Advisory
Committee
Inform * Educate* Support

Parent Collaboration: East Valley SELPA Community Advisory Committee

In how we resolve conflict: Alternative Dispute Resolution



CADRE

In how we ensure procedural safeguards and due process













In the oversight we provide

In the opportunity to work collaboratively in the community





Panelist Questions

1. How do we meet the needs of our students with disabilities remotely?
2. How should schoolwork be modified to meet the diverse needs of students with disabilities in distance learning?
3. How do we ensure the social and emotional needs of students with disabilities are supported in school and outside of school?
4. Based on your experience and role, do you believe sufficient efforts are made to be inclusive of persons with disabilities in schools and society?



Q&A







bit.ly\DrBettersEquity