



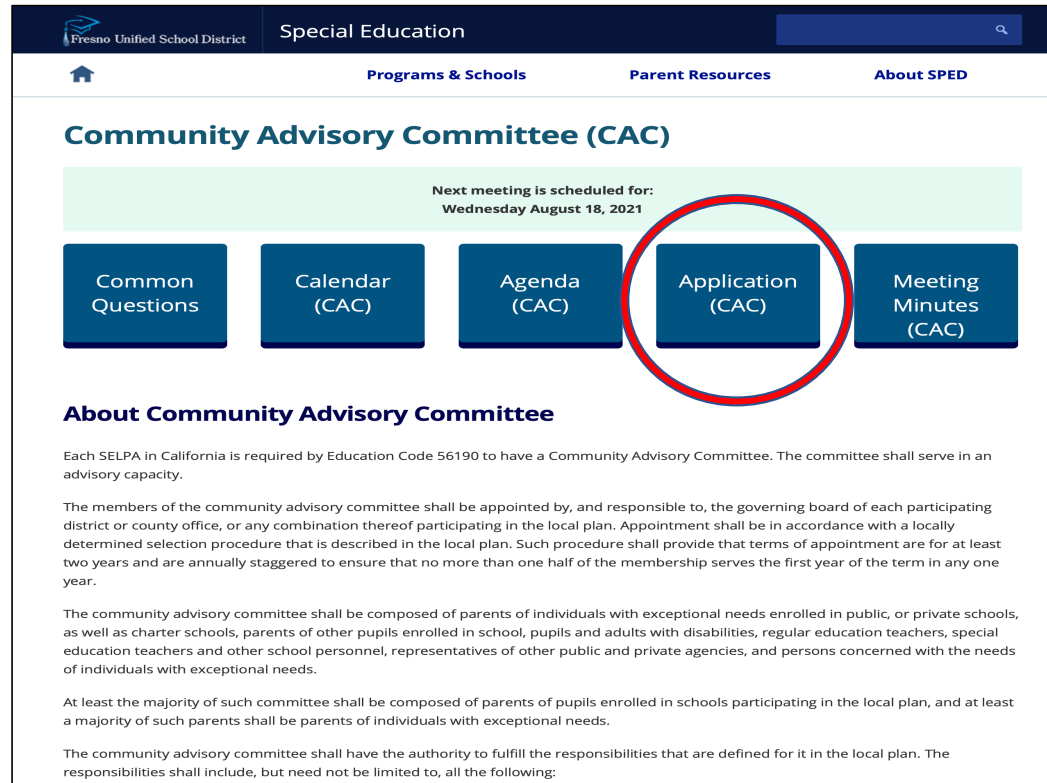
# Community Advisory Committee Meeting

October 20, 2021

## Roll Call and Call to Order

- **Welcome, Introductions, and Business**
- **Working Respect Agreement**
- **Review Agenda**
  - **CAC Business: CAC Membership Application, Review and Approval of Meeting Minutes, and Highlights of Bylaw Revisions.**

# CAC Membership Application



Fresno Unified School District Special Education

Home Programs & Schools Parent Resources About SPED

## Community Advisory Committee (CAC)

Next meeting is scheduled for:  
Wednesday August 18, 2021

[Common Questions](#) [Calendar \(CAC\)](#) [Agenda \(CAC\)](#) [Application \(CAC\)](#) [Meeting Minutes \(CAC\)](#)

### About Community Advisory Committee

Each SELPA in California is required by Education Code 56190 to have a Community Advisory Committee. The committee shall serve in an advisory capacity.

The members of the community advisory committee shall be appointed by, and responsible to, the governing board of each participating district or county office, or any combination thereof participating in the local plan. Appointment shall be in accordance with a locally determined selection procedure that is described in the local plan. Such procedure shall provide that terms of appointment are for at least two years and are annually staggered to ensure that no more than one half of the membership serves the first year of the term in any one year.

The community advisory committee shall be composed of parents of individuals with exceptional needs enrolled in public, or private schools, as well as charter 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.

At least the majority of such committee shall be composed of parents of pupils enrolled in schools participating in the local plan, and at least a majority of such parents shall be parents of individuals with exceptional needs.

The community advisory committee shall have the authority to fulfill the responsibilities that are defined for it in the local plan. The responsibilities shall include, but need not be limited to, all the following:



## CAC Application

[CAC Main Page](#) | [CAC Agenda Page](#) | [CAC Calendar Page](#) | [CAC Questions Page](#) | [CAC Meeting Minutes](#)

Para version en español favor de ir a [CAC Pagina de Aplicación en español](#)

Tsi Ntsees Rau Hmoob thov mus rau qhov [Nplooj Ntawv CAC Application Hmoob](#)

Anyone can attend the Community Advisory Committee meetings but all CAC members are expected to attend its monthly meetings. Please consider the commitment you are making prior to volunteering to become a member for CAC. Just fill-out the application below and submit it to the CAC Committee.

Membership Type:

- Parent
- Educator
- Agency Employee
- Community Member

Your Name (\* required)

Your Email (\* required)

Street Address (\* required)

City (\* required)

State (\* required)

# Meeting Minutes

## Review and Approval: September Meeting Minutes

# Bylaws Revisions

**Ivan Flores**

*CAC Secretary*

# Revision Highlights

- *Individuals that receive special education services.*
- *Section 3.4 (Membership):* All participants who wish to become an appointed voting member must submit a membership application through the CAC website for review by the SELPA Executive Director. The SELPA Executive Director will then return the applications to the CAC membership for appointment.
- *Section 5.9 (Quorums):* A quorum shall be established when at least nine (9) appointed members of the CAC are present and a minimum of five (5) such members are parents of individuals who receive special education services.
- *Section 4.2.1 (Elections and Terms)* The Chairperson, Vice-Chairperson, Secretary, Community Liaison, and Parliamentarian shall be elected bi-annually by the CAC membership.

# Special Topic: Road to Inclusion

**Julie Wheelock**  
*Program Manager III*





# Road to Inclusion

Community Advisory Committee Meeting

10/20/2021

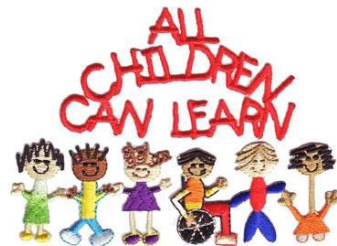
# FUSD Special Education Inclusive Practice Mission and Vision

## □ Mission

- To provide equal access to high quality inclusive educational options with comprehensive services that support student with disabilities' academic and social-emotional achievement, family, and community engagement.

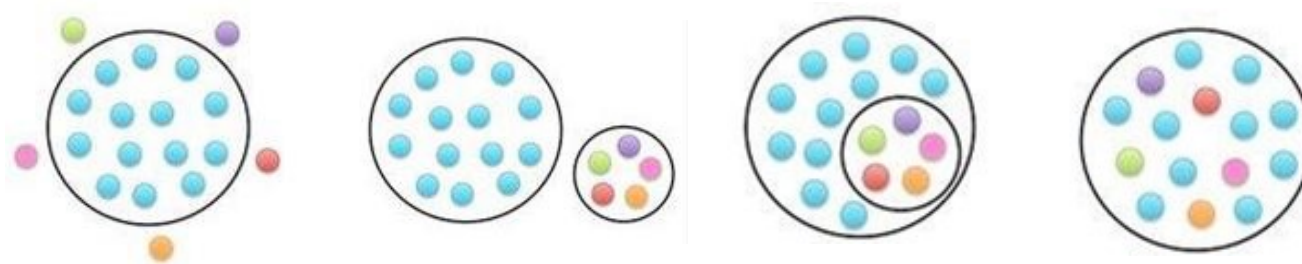
## □ Vision

- All students with disabilities have equitable educational options to engage in high quality instruction in the least restrictive environment with high expectations, individualized for each student to be college, career and community ready.



## FUSD Special Education Vision of Inclusion

All students have equitable educational options to engage in high quality instruction in the least restrictive environment with high expectations, individualized for each student to be college, career and community ready.



EXCLUSION

SEGREGATION

INTEGRATION

**INCLUSION**

ified School District

*Achieving our Greatest Potential!*

## Our Strategy: The Road to Inclusion



Remember, inclusion is not a destination with an end-goal, but rather a **relentless iteration of practices** that continuously drive us towards our Vision of Inclusion.

# Our Long Road to Inclusion



\***Foundational Inclusive Practices** fall under Vision Setting, Staffing/Scheduling, and Social Inclusion



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## Our “Inclusion Collective” PL purpose...

Our purpose is to **disrupt inequities** by:

1. Helping make our students with disabilities more **visible**
1. Providing thought-partnership that **builds shared ownership** in identifying and removing the barriers that prevent students from accessing grade-level content & strong instruction

## Our Essential Question on the Road to Inclusion...

*How will we work together to provide school leaders with an understanding of the extent to which students with disabilities **feel they belong** in their learning communities?*

## How will we measure success?

It is critical that we set **student outcome goals** on the Road to Inclusion that are grounded in **Least Restrictive Environment (LRE)** targets.

*“The intent of LRE is to make sure that kids who receive special education are included in the general education classroom as often as possible.”*



## How will we measure success?

*“The intent of LRE is to make sure that kids who receive special education are included in the general education classroom as often as possible.”*

**By the end of school year 2022-23, all FUSD students will be provided the conditions to be college, career and community ready, as measured by:**

- At least **67%** of students with IEPs receiving Special Education services will receive **80% or more** of their education in the General Education classroom (2020-21 baseline 41%)
- Less than **13.5%** of students with IEPs receiving Special Education service will spend **less than 40%** of their education in the General Education classroom (2020-21 baseline 29%)





## Our Measurement and Success in 2020-2021

**Our goal for 2020-2021 was to gather comprehensive baseline data on Inclusive Practices across FUSD, so that:**

- we're normed on what we're seeing as bright spots versus areas for improvement
- we have a 'heat map' from which to share promising practices and address critical needs moving forward
- we build the habit of seeing all that we do as either in support of - or in conflict with - our vision of inclusion

❖ 100% of schools will have baseline assessment data captured in the **Inclusion Tool** by the end of May '21

# THE STUDENT EXPERIENCE

*What do we know about the experiences of students with disabilities, and the teachers who support them?*

# What does the data tell us?



## Fresno Unified School District (CA)

### QUESTION

▼ Do you feel like you are part of this school?

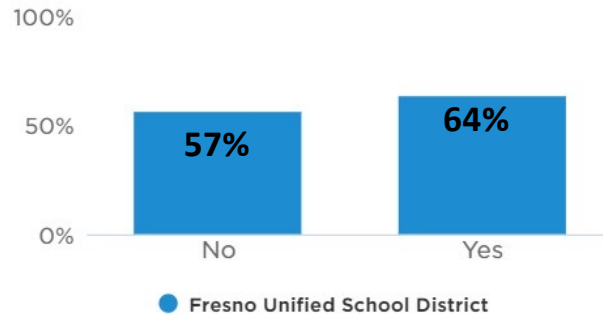
**58%**  
responded favorably

**7<sup>th</sup> – 12<sup>th</sup> Grade**

Breakdown by Student Special Education Status



Percentage favorable responses for this question



## Digging Deeper

*How are **RIMs** seeking to better understand the experiences of students with disabilities, and the teachers who support them?*

### **Observations...**

- What types of settings might we observe?
- Who might we be observing?
- For what purpose could we be observing?
- Who might we ask to join our observation?

### **Interviews/Conversations/Focus Groups/Surveys...**

- Who could we speak with?
- Who might we be observing?
- What would be the focus of our conversation?



# What's Next Strategic Planning: District Example



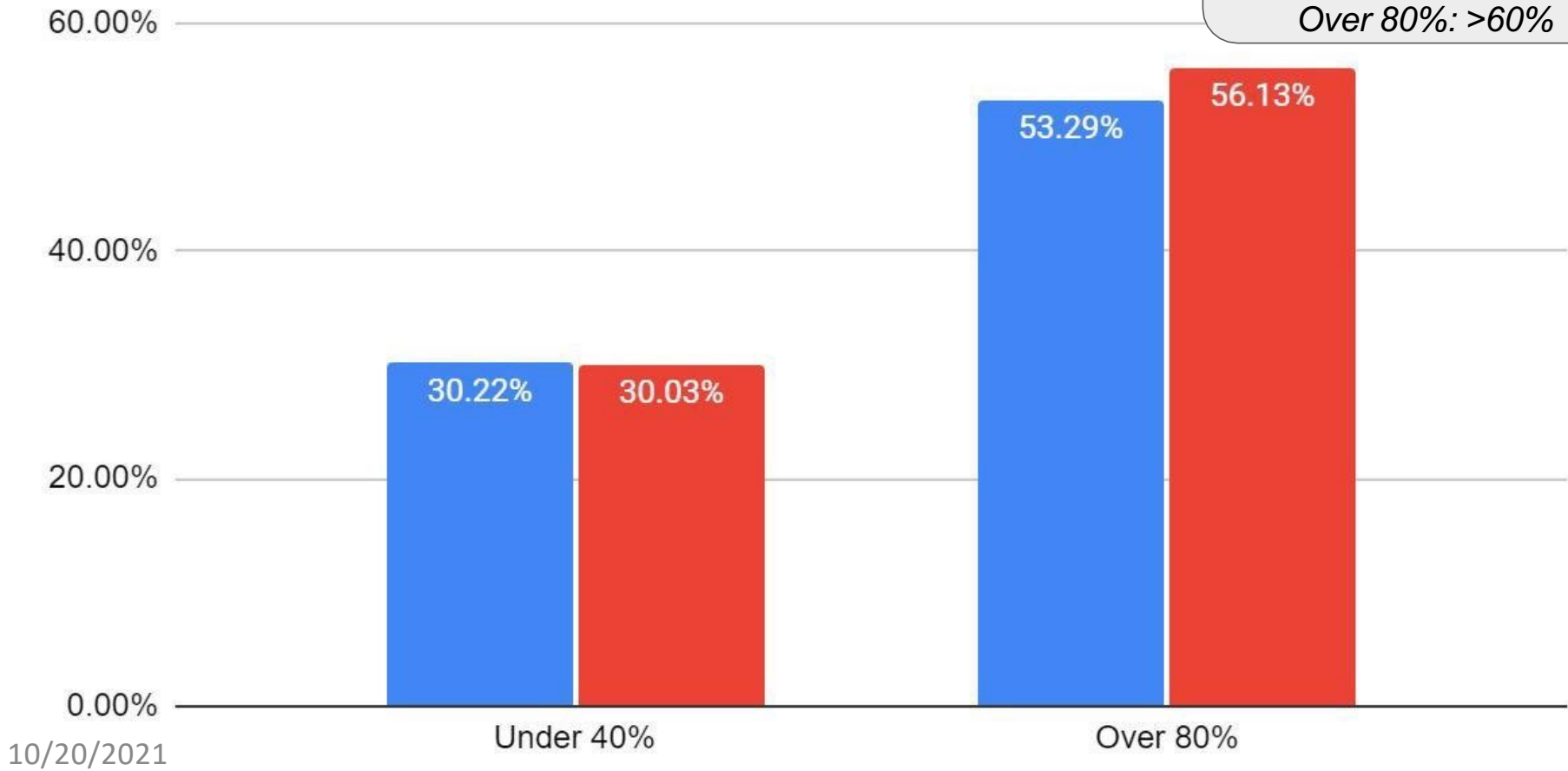
VISION "Improved outcomes & experiences for students with disabilities via inclusive experiences"				
PRIORITY #1	GOAL <i>What are the Prioritized Metrics for Success?</i>	PROBLEMS OF PRACTICE <i>What barriers do we anticipate?</i>	STRATEGIC OBJECTIVES <i>What do we need to <u>achieve</u> in order to eliminate our barriers?</i>	POTENTIAL ACTIONS <i>What will we need to <u>do</u> to achieve our objectives?</i>
Build a shared vision of inclusion across stakeholders and schools	By the end of May 2022, 90% of FUSD schools will be "On Track" with a "clear and consistent vision and vocabulary for inclusive schools" as determined by 90% of surveyed stakeholders somewhat or strongly agreeing on average with indicators A1-7 from the Inclusion Perception Survey.	1. Interpretation of FUSD Vision of Inclusion is inconsistent across stakeholders, campuses, departments	<ol style="list-style-type: none"> <li>Understand the specific inconsistencies and the causes of them.</li> <li>Develop a responsive approach to building understanding of the vision.</li> </ol>	<ol style="list-style-type: none"> <li>Gather more perspective data from multiple stakeholder groups</li> <li>Conduct empathy interviews of stakeholders to gather more nuanced feedback on vision specifically</li> <li>Develop a Vision of Inclusion communications plan</li> <li>Develop norming protocols for sites and other district leaders to drive vision building via the Inclusion Tool</li> </ol>
		2.	<ol style="list-style-type: none"> <li></li> <li></li> </ol>	<ol style="list-style-type: none"> <li></li> <li></li> </ol>



# Least Restrictive Environment

2019 Current

Inclusionary Practices  
**Measure:**  
Under 40%: <21.6%  
Over 80%: >60%



## We nearly reached our goal...

Highlights from our data collection process:

- 41 data points exist within the tool, which means **a total of 16,154 data points were collected overall**
- We collected **at least one stakeholder perspective** on the Inclusive Practice Indicators from **93 out of 94 schools**
- We collected **at least two stakeholder perspectives** from **89 out of 94 schools**

# What does the data tell us?



## Fresno Unified School District (CA)

### QUESTION

▼ Do you feel like you are part of this school?

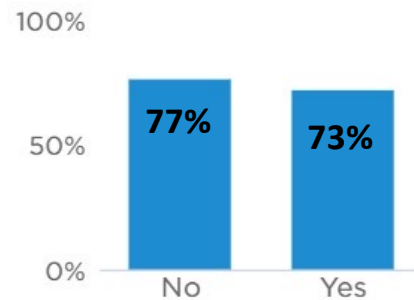
**77%**  
responded favorably

Breakdown by Student Special Education Status



**4<sup>th</sup> – 6<sup>th</sup> Grade**

Percentage favorable responses for this question



● Fresno Unified School District



How does today fit into the bigger picture?

## Fresno Unified Special Education Department Priorities

High Expectations  
for all Students

Access

Inclusive  
Opportunities  
(and experiences)

Road to Inclusion



# Quick Guide for Families



## FUSD's Road to Inclusion Initiative Quick Sheet for Families



### What is inclusion?

FUSD defines inclusive education as the opportunity for all students to be educated in age-appropriate general education classrooms within their neighborhood schools. In inclusive schools, students with disabilities are presumed to be competent, fully participating members of the school community.

### Why inclusion?

Research shows that inclusive practices benefit ALL students in inclusive school communities. Benefits include:

- ★ Tailored instruction which better meets the needs of all learners
- ★ Reduced "stigma" for receiving specialized services
- ★ Reduction in perceptions of "difference" and increased respect for diversity
- ★ Increased access to high quality, grade appropriate instruction for all students, resulting in increased academic outcomes for students with disabilities



### What is FUSD's vision for inclusion?

FUSD envisions schools in which all students are held to high expectations and have equitable opportunities to engage in high quality instruction within the least restrictive environment.

FUSD believes...

- ★ Every student deserves to be held to (and can meet) high expectations.
- ★ All students belong.
- ★ Everyone in the school shares a collective responsibility to ensure that students succeed.



## What work has FUSD done to realize our vision for inclusion?

Over the last several years, FUSD has...

- ★ Identified research-based inclusive practices and piloted them in select schools
- ★ Provided ongoing professional learning on inclusive practices to special education team members
- ★ Gathered baseline data on the implementation of high leverage inclusive practices across schools using the Inclusion Tool

## Where do we stand?

Through our Road to Inclusion work so far, we have learned...

- ★ Social inclusion is an area of strength! Students with disabilities have opportunities to build relationships and serve in leadership roles across our schools.
- ★ Instructional practices and in-class supports are areas where we can focus on strengthening the implementation of high leverage practices in order to support meaningful inclusion.

## Where are we going next with our inclusion work?

Inclusion is a relentless interaction of practices that continuously drive us towards our vision! Our Road to Inclusion work is currently focused on...

- ★ Continued implementation of high leverage practices that support the inclusion of students with disabilities in general education instruction and environments
- ★ Gathering additional data on the implementation of inclusive practices across schools with a focus on student and family perspectives
- ★ Building a shared understanding of and investment in the vision for inclusion across all schools and stakeholders



## Where can I learn more about inclusion?

Many organizations provide resources to support parents in learning about inclusive education practices. Two places to start may be...

- ★ The Inclusive Schools Network - [www.inclusiveschools.org](http://www.inclusiveschools.org)  
The Inclusive Schools Network (ISN) is a web-based educational resource for families, schools and communities that promotes inclusive educational practices.
- ★ Kids Included Together (KIT) - [www.kit.org](http://www.kit.org)  
KIT's mission is to support organizations in meaningfully including students with disabilities.

Fresno Unified School District  
Realizing our Greatest Potential!

# Supporting Learning and Achievement for Students with Disabilities in General Education

- Data Analysis of LRE district wide
- DEI, CI and SPED collaboration to include Universal Design for Learning within Culturally Responsive Teaching and MTSS
- Professional Learning Opportunities
- Systematically disseminate Supporting inclusive practices SPED mission, vision and inclusion definition
- Systematically disseminate FUSD Person First Language commitment
- Alignment of SIP and MTSS

District Capacity-Building

School-Based Planning, Implementation, and Support

- Complete FUSD Assessment of Schools Practices to Inclusive Education
- Identify priorities based on assessment and include in SPSA
- Data based decision making of LRE and SPED achievement gap
- Teaming structures include inclusive practices discussions with SPED representation
- Team Building, planning and problem-solving
- Differentiated Professional Learning in alignment to priorities
- Student-centered master scheduling
- Classroom coaching and demonstration
- Co-Teaching supports

- FUSD Assessment of Schools Practices to Inclusive Education
- Student Centered Planning sheets
- Inclusive Education Guidelines
- Principal, Educators and Paraprofessional Handbook for Inclusive School Practices
- FUSD Supporting Inclusive Practices Padlet
- FUSD UDL Padlet
- Website and information resources

Resources and Products

Family Support and Information

- Informational resources
- Communication Tips
- Back to School Tips
- Building Family and teacher connections

10/20/2021

Achieving our Greatest Potential!

Unified School District

# Appreciation

**Thank you, Julie!**

# Parent – Community Forum

**Michelle Smith**

**CAC Chair**

## Closing and Adjournment

- **Remarks**
- **Adjournment**
- **Next CAC Meeting:**

**Wednesday, November 10, 2021**

***Location TBA***



**We appreciate your attendance.**

**Thank you!**