



Newport-Mesa

Unified School District

Community Advisory Committee (CAC) Parent Meeting

September 26, 2024



Special Education Administrator Introductions



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 Administrator Introductions



Elke Day,
Preschool Coordinator,
Special Education



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



Amy Nagy, Ph.D
Elementary Coordinator,
Special Education



TBD
Elementary Coordinator,
Special Education



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



Kim Doyle,
Secondary Coordinator,
Special Education



Samantha Eggen-Garcia
Secondary Coordinator,
Special Education



Agenda

1. CAC Overview and Business
2. Curriculum and Instruction for Students receiving Special Education services
3. Alternative Diploma Pathway Update
4. Questions/Comments



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



Who can be a member of the CAC?

- Parents comprise a majority of the CAC membership, typically parents of children with disabilities
- Other members may include teachers, other school personnel, other parents, other pupils, and adults with disabilities
- There is a sign up sheet for individuals to become an official CAC member



What are the responsibilities of the CAC members?

Officer:

- Advises the policy and administrative entity of the District and SELPA on the Local Plan
- Provides support to other parents
- Meets frequently to plan the CAC meetings and activities

Member:

- Encourages community and parental involvement
- Supports activities on behalf of individuals with exceptional needs
- Assists in parent awareness of the importance of school participation
- Provides families an opportunity to share resources and support



CAC Officers

Emily Norton
Chairperson

Melissa Winberry
CAC Vice-Chairperson

Leila Cesario
Secretary



How can the CAC help you?

- As parents of students with exceptional needs, you can utilize the CAC to gain parent information and training on Special Education topics
- Reach out to the District administrative staff and/or SELPA Director for support with your child's Individualized Education Program (IEP)
- Become more involved with community activities that support students with exceptional needs



Presenter Introductions



Andrea VanderWal, M.A.
TOSA - Dyslexia Specialist Team+
Elementary Programs



Cassandra Clark, M.S. Ed.
Education Specialist
Secondary SPED TOSA



Celeste Clary, MPH, MA.SpEd
TOSA - TK-12+ Self-Contained
Classrooms (SCC)/Modified
Instructional Programs





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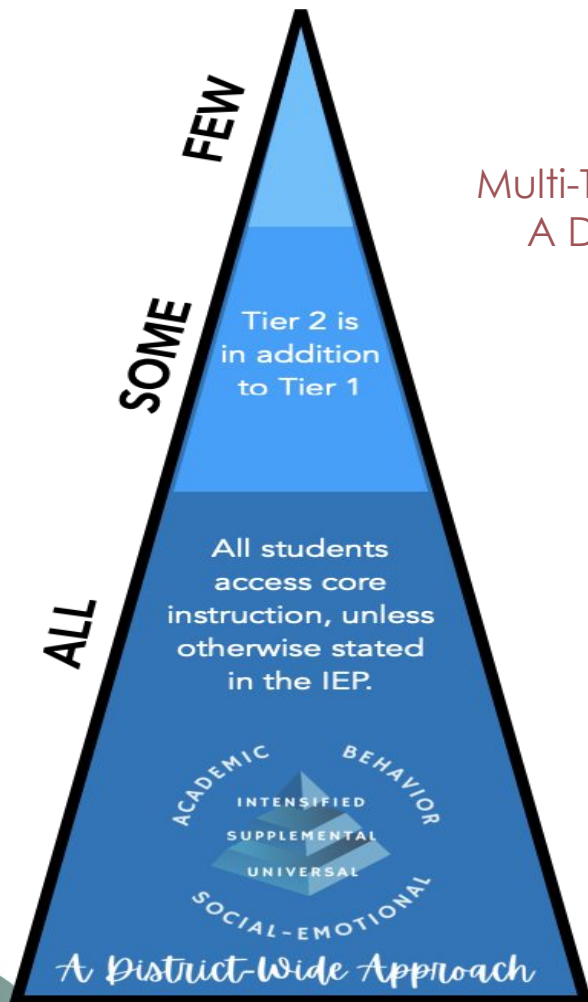
Unified School District

Elementary Programs

Andrea VanderWal, M.A.

TOSA - Dyslexia Specialist Team+

MTSS



Multi-Tiered Systems of Support
A District-Wide Approach

All students access
core instruction & the
right amount of
support at the **right**
time.



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Scarborough's Reading Rope

Language Comprehension

Background Knowledge

(facts, concepts, etc.)

Vocabulary

(breadth, precision, links, etc.)

Language Structures

(syntax, semantics, etc.)

Verbal Reasoning

(inference, metaphor, etc.)

Literacy Knowledge

(print concepts, genres, etc.)

Word Recognition

Phonological Awareness

(syllables, phonemes, etc.)

Decoding (alphabetic principle,
spelling-sound correspondences)

Sight Recognition

(of familiar words)

increasingly strategic →

increasingly automatic →

Skilled Reading:

Fluent execution and
coordination of word
recognition and text
comprehension



Reading - Core Materials

Language Comprehension

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Verbal Reasoning

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Fluent execution and coordination of word recognition and text comprehension

Word Recognition

Phonological Awareness

(syllables, phonemes, etc.)

Decoding (alphabetic principle, spelling-sound correspondences)

Sight Recognition

(of familiar words)



BRIDGE TO
Reading

Automatic →
inc



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Reading - Core Language & Literature



- TK - 6th Grades
- Organized into Themed Units
- Text sets help students tackle Essentials Questions over a multiple readings



Reading - Core Language & Literature

Animal Discoveries

Week 1 Animals and Nature	Week 2 Animals in Stories	Week 3 Animal Habitats
		
ESSENTIAL QUESTION <i>How do animals survive?</i> Build Background Vocabulary <i>adapt, climate, eager, freedom, fresh, sense, shadows, silence</i>	ESSENTIAL QUESTION <i>What can animals in stories teach us?</i> Build Background Vocabulary <i>believe, delicious, feast, fond, lessons, remarkable, snatch, stories</i>	ESSENTIAL QUESTION <i>What are features of different animal habitats?</i> Build Background Vocabulary <i>buried, escape, habitat, journey, nature, peeks, restless, spies</i>



Reading - Core Reading Foundational Skills

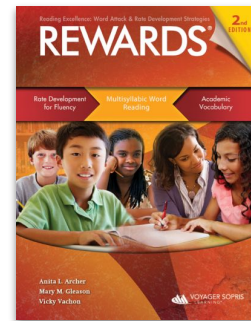


- Kinder - 2nd Grades
- Organized by a sequence of skills and weekly routines
- Based on the science of reading



Reading - Supplemental Materials

Education Specialists
use a Structured
Literacy approach
based on the science
of reading.



Reading - Supplemental Language & Literature



- Units include extensive text sets across multiple readability levels that support core lessons
- All stories and vocabulary lessons are accessible from home with text to speech built in



Learning Ally provides online audiobooks for students struggling with reading. They use human narrators that follow highlighted text on screen. Students can read the same books as their peers, allowing them to participate in class discussion with confidence.



Core Writing

Handwriting Without Tears®

Explicit, direct instruction with purposeful practice for our younger students and/or those who require Occupational Therapy services.



Write from the Beginning...and Beyond



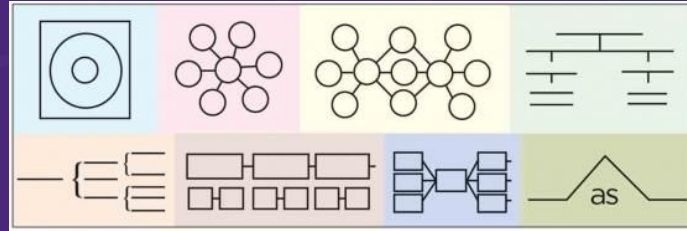
THINKING MAPS®

A developmental, vertically aligned writing program for students in kindergarten through eighth grade.



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Thinking Maps - Across All Subjects



MAXIMIZE LEARNING FOR EVERY STUDENT

Thinking Maps Work the Way the Brain Works

By tapping into the way the brain actually organizes information, we can:



Improve retention, recall and understanding.



Build fluency with higher-order thinking skills.



Accelerate learning for students of all backgrounds and abilities.



Enable teachers to focus on rich content in the classroom.



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Core Math



- Problem Based Learning
- Embedded structures to foster endurance and perseverance
- Designed using the Universal Design for Learning (UDL) Guidelines
- Core lessons PLUS differentiated computer adaptive learning



Visit ilclassroom.com to access the Family Support Hub without logging in.

Click the "Explore Curricula" button at the bottom of the screen and navigate to your student's subject and grade.

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Log in Explore curricula Contact us Search...

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IL Classroom empowers teachers to spend less time building student-facing materials from scratch and more time meeting their students' needs.

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LearnZillion is now Imagine Learning Classroom! By bringing together our products under one brand, united by a shared mission, we have taken the next step on our journey to empower more educators, engage more students, and connect more families to learning!

Comprehensive and coherent curricula

Illustrative Mathematics Learn more

Education Learn more

Guidebooks Learn more

English language arts and mathematics programs that support strategic instruction across a variety of grade bands from K-12.

Explore curricula



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With a login, go to the menu at the top and select the Family Support Hub.

Illustrative Mathematics K-5

Imagine Learning Illustrative Mathematics offers the highest quality math curricula powered by a best in class digital experience. The IM Certified™ designation provides assurance the materials adhere to IM's philosophy and have been developed, reviewed, and approved by Illustrative Mathematics®.

Actions ▾

Wiki Included in



Illustrative Mathematics K-5 Curriculum Guide

Use this guide to learn about implementing the curriculum in your classroom and the principles that informed its design.

 ILLUSTRATIVE MATHEMATICS



Family Support: Illustrative Mathematics K-5

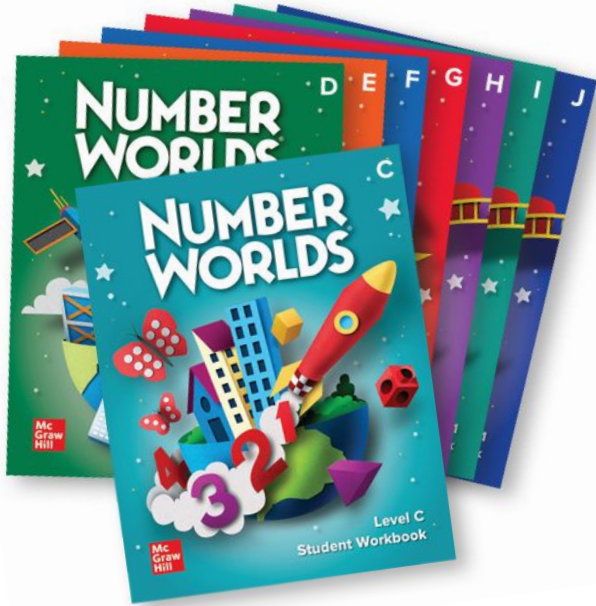
Authored by the Illustrative Mathematics team and delivered to you in Imagine Learning's classroom-ready platform, this curriculum has what you need to reach all students from Kindergarten to Grade 5

 ILLUSTRATIVE MATHEMATICS

Courses

Supplemental Math Materials

**COMING
SOON!**



- Grades 2 - 6
- Foundational skills and concepts needed to master key mathematical standards
- ▶ Designed for flexibility - Units can be taught in any order or in isolation with placement tests to help identify student needs



Questions about
Elementary Instructional Materials
for students with
mild to moderate support needs?





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Secondary Programs

Cassandra Clark

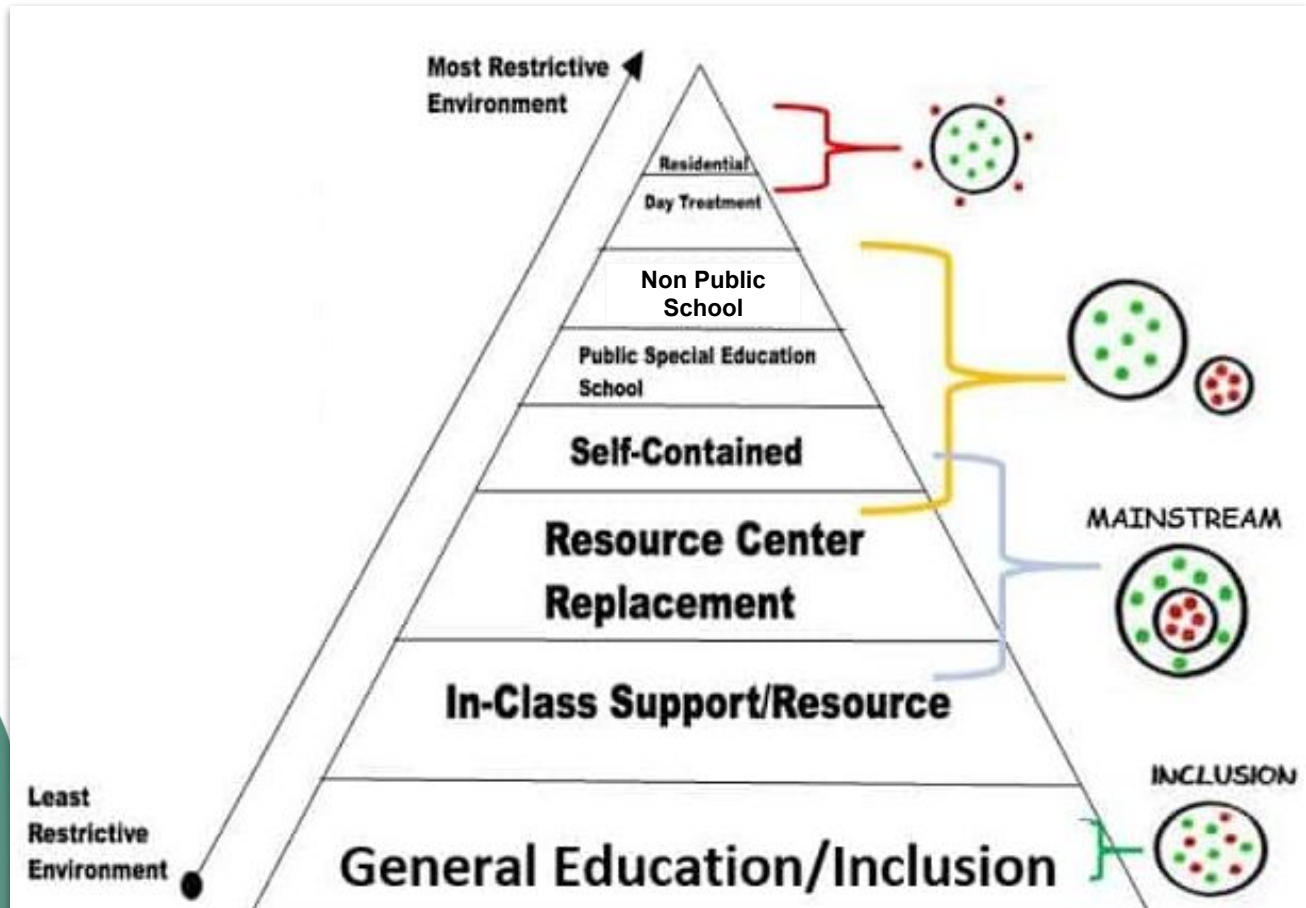
Education Specialist M.S. Ed.

Secondary SpEd TOSA

Secondary Instruction

- Students with mild to moderate support needs that qualify for special education services generally receive instruction in a general education classroom and/or in a special education classroom.
- The instruction in both these settings is based on the state adopted standards using the district approved curriculum with added accommodations and supports to assist students in accessing general education curriculum.
- Each academic area has several different course offerings with different approved materials.





Co-Teaching

Co-teaching is a teaching method where two or more teachers share responsibility for a group of students. It can benefit students at all levels and is often used to create more inclusive classrooms.

What does it look like?



- Both teachers reflect on **student progress**
- Goal of the reflection is to **improve student learning**
- Analyze the **students' response** to strategies, teaching approaches, and materials



Co-reflect

- Both teachers co-design the **assessment** and **rubric**
- Content teacher can provide **content-specific assessment materials** (videos, articles)
- Language specialist can scaffold the **assessment materials**



Co-plan

Collaborative Instructional Cycle

- Collaboratively design instruction together
- Content teacher defines **content-specific skills and knowledge**
- Language specialist scaffolds the **language demands**

Co-teach



- Both educators share teaching responsibilities
- Content teacher can teach the **content**
- Language specialist can teach the **content-specific language**

Co-assess



@TanKHuynh

Adapted from Honigsfeld & Dove, 2019



Benefits For Students Academically

- Access to the general curriculum
- Improved academic performance
- Increased emphasis on cognitive strategies and study skills
- Exposure to higher level concepts and discussions
- Enhanced academic performance



Benefits For Students Socially

- Increased time and attention from teachers
- Increased emphasis on social skills
- Role models for behavior and learning
- Increased self-confidence and self-esteem
- Improved classroom communities



Graduation Requirements

Subject Area	Years Needed
Applied Skills (3rd year of math/science or an ROP course)	1 semester
English	4 years
Humanities (Fine Art/ Performing Art/ Foreign Language)	1 year
Mathematics	2 years
Physical Education	2 years
Health Education	1 semester
Life Science	1 year
Physical Science	1 year
Social Science (World, U.S., Economics/ Government)	3 years
Electives	80 credits

4-Year College Requirements

A-G Requirements

Subject Area	Years Needed
Visual/Performing Art (F)	1 year
English (B)	4 years
Foreign Language (E)	2 years
Mathematics (C)	3 years
Lab Science (D)	2 years
Social Science (World, U.S., Economics/ Government) (A)	2 years
Academic Elective (G)	1 year



What is A-G?

The A-G requirements not only requires certain classes, those classes are considered College Prep or A-G.

The A-G classes are approved by the University of California system as meeting specific requirements that seek to ensure students have acquired specific knowledge and critical thinking skills to ensure they are prepared to undertake college level courses.

[UC A-G Policy Resource Guide](#)





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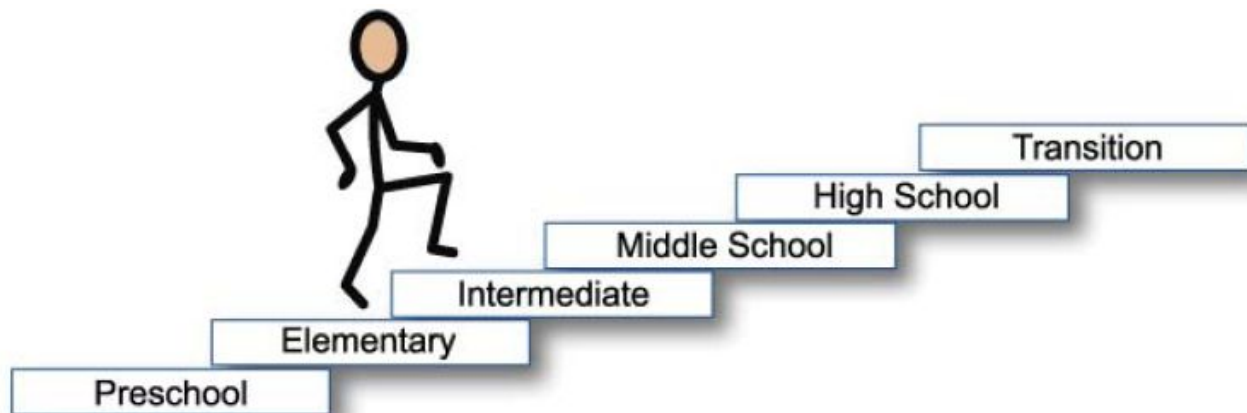
TK-12+ Self-Contained Classrooms/Modified Instructional Programs

Celeste Clary, MPH, MA.SpEd

TOSA - TK-12+ Self-Contained Classrooms (SCC)/
Modified Instructional Programs

Unique Learning System (ULS by N2Y)

- Aligns to Common Core Standards.
- Aligns to mandates of the Individuals W/Disabilities Act (IDEA) for all students to access, participate & make progress in the general education curriculum/content.
- Supports data collection to support IEP goals and track student progress over time.



Unique Learning System (ULS)

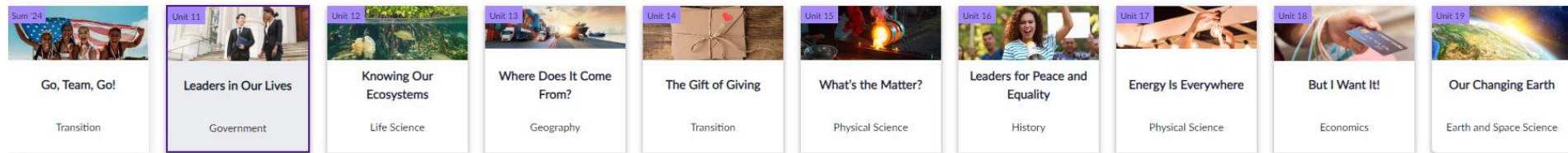
● Elementary

● Intermediate

● Middle School

● High School

● Transition



Leaders in Our Lives

Government

2

- Provides standards-aligned modified (replacement) curriculum for instruction in Reading/Language Arts, Math, Science and Social Studies.
- Core academics/instructional activities link to life skills, promoting development of independent living skills.
- Topics progress across the TK-12+ grade bands.



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Unique Learning System (ULS)



Unit Topics – 3 Year Cycle

K – 12 Unit Topics				
2024 – 2025	ELEM (K – 2)	INT (3 – 5)	MIDDLE (6 – 8)	HS (9 – 12)
Unit 11	This Is My School (Government) Introduces authority figures and rules at school.	We Have Leaders (Government) Introduces the basic role of authority figures at the school, local, state and national levels.	Our Leaders; Our World (Government) Examines leaders at the world, national, state and local levels.	Leaders in Our Lives (Government) Identifies the roles of federal, state and community leaders and their impact in our lives.
Unit 12	Animals in Their Homes (Life Science) Explores common animals and where they live.	Living in an Ecosystem (Life Science) Introduces plants and animals in various ecosystems and how they survive.	What Is an Ecosystem? (Life Science) Explores biomes and the animals that live in each.	Knowing Our Ecosystems (Life Science) Discusses ecosystems and biomes and the dangers they face.
Unit 13	Finding Our Way (Geography) Introduces simple maps and other uses.	On the Move (Geography) Explores maps, landforms and different types of transportation.	Across the Miles (Geography) Explores how and why people travel.	What Does It Come From? (Geography) Identifies how trade affects transportation, technology and global change.



Unit Topic Words: class, help*, learn, listen*, principal, rule, safe, school*, teacher

^aThese words are frequently used to communicate in both speech and print in social and academic settings. They are core words or core vocabulary.

Lesson	Activities	Description	Page
1	Levelled Book	<i>My Cool School</i>	4
2	Read and Comprehend	Levelled Book Comprehension	88
3	Easy Read Book	<i>Club Rules</i>	107
4	Read and Comprehend	Easy Read Book Comprehension	128
5	High-Frequency Words	Introduce, Read, Spell and Write High-Frequency Words	156
6	High-Frequency Spelling List 1	Spelling and Word Study List 1	194
7	High-Frequency Spelling List 2	Spelling and Word Study List 2	212
8	Working With Sounds	Phonics: Write, Write and Write, Building and Beginning Sounds	340
9	Word-Rime Spelling List 3	Activities for 'at' Time	426
10	Word-Rime Spelling List 4	Activities for 'ee' Time	435
11	Letter and Sounds	Short Vowels: Write and Write, I, E, A, O, U	476
12	Vocabulary	Phrases and Rules at School	676
13	Sentence Structures and Sentences	Sentences From Lessons 1 and 3	785
14	Patterned Book	<i>Following the Rules</i>	825
15	Literary Experience - Fiction	<i>Froggy Goes to School</i>	833
16	Literary Experience - Informational Text	<i>What Are Rules and Laws?</i>	844
17	Writing Time	School Rules	867
18	Vocabulary Port	School Lessons, School Places	868
19a	Number Sentence: Number Reading, Counting and Addition	In the Cafeteria	877
19b	Number Sentence: Subtraction and Place Value	In the Library	877
20	Graphing	<i>Favorite School Activities</i>	901
21	Measure It	What Do You Use at School?	922
22	Money	Shopping for School	1010
23	Telling Time	Demonstrate Telling Time of School	1020
24	Geometry/ Spatial Sense	All Around School	1038
25	Algebra/Patterns	In the Library	1178
26	Division/Factoring	Count Your Camel Crackers	1187
27	Related Content	Help Jack Follow the Rules	1198
28	Science Experiment	Mix It Together: Modeling Dough	1185
29	History Timeline	Leaders at President's School	1207
30	Journal Writing	Unit Topics	1219

Portions of this lesson collect student daily performance data.

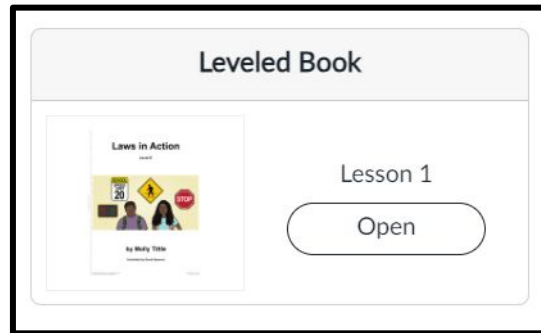
Unit Topic Words: agency, community, democracy, government, governor, judge, law, leader, mayor, president, principal, problem*, right, volunteer, vote

³These words are frequently used to communicate in both speech and print in social and academic settings. They are often core words or core vocabulary.

 Unit Overview		Unit 1
 Unit Overview		HIGH SCHOOL Government
Leaders in Our Lives The unit focuses on the leaders who play a major role in our lives at the community, state and federal level. The lesson plans provide story roles as you plot, plan, and how to, so students can get involved with community leaders to make a difference.		
Lesson	Activities	Duration
1	Learned Book	Working With Leaders
2	Read and Comprehend	Learned Book Comprehension
3	Chapter 1 / Read and Answer	Leaders: Male Rules
4	Life Skills Application 1	Democratic Overtime
5	Chapter 2 / Read and Comprehend	Leaders in Our Country
6	Life Skills Application 2	U.S. Trade Routes
7	Chapter 3 / Read and Comprehend	Leaders in Our States
8	Life Skills Application 3	Leaders: Solve Problems
9	Chapter 4 / Read and Comprehend	Leaders in Our Communities
10	Life Skills Application 4	My Community Leaders
11	Chapter 5 / Read and Comprehend	Leaders in Our Schools
12	Life Skills Application 5	My New Role
13	Chapter 6 / Read and Comprehend	Helping the Community
14	Life Skills Application 6	Helping My Community
15	Word Study	Leaders and Laws
16	Eds It	Leaders: Past and Present
17	Read-World Writing	Registering in Vote
18	Topic Paragraph	Monitoring and Activity Report
19a	Math Story Problems Addition	Volunteering at Open House
19b	Math Story Problems Subtraction	Volunteering at Open House
19c	Multiplication and Division	Volunteering at Open House
20	Measure It	Monkey Bread
21	Read This Chart	Volunteering to be a Leader
22	Money	Preparing for the Class Election
23	Schedule and Times	Time in Uniform
24a	Geometry	School Sport Week
24b	Geometry	School Sport Week
25a	Algebra	Letters to Leaders
25b	Algebra	Letters to Leaders
26	Related Content	Introductions with Disabilities Education Act
27	Related Content	One Report
28	Science Experiment	What's on Top?
29	History Timeline	What Are My Rights?
30	Journal Writing	Unit Topics

Unique Learning System (ULS)

- Teacher-Driven Student Learning Profiles differentiate instructional activities to meet the unique needs of all students.
- Lessons can be delivered to students via digital (online) or analog (paper/pencil) formats.



Unique Learning System (ULS) - Progress Monitoring

- Monthly (Pre- and Post-) Unit Assessments track ongoing progress related to key foundational skills in **Reading**, **Mathematics** and **Content Understanding**

Reading Skills Analysis

	Pre	Post
Identify words with same initial sound. (Questions 1 & 2)	Yellow	Red
Identify ending sounds. (Questions 3 & 4)	Yellow	Yellow
Identify high-frequency word. (Questions 5 & 6)	Green	Yellow
Select high-frequency word to complete a sentence. (Questions 7 & 8)	Red	Green
Answer who and what questions. (Questions 9 & 10)	Yellow	Yellow
Identify sequence of events. Identify main idea. (Questions 11 & 12)	Red	Green
Unit 3		

Reading Skills Analysis

	Pre	Post
Identify main character. Identify settings. Identify main idea. (Questions 1, 2 & 3)	Red	Yellow
Identify high-frequency words for meaning. (Questions 4 & 5)	Red	Red
Select a high-frequency word in a sentence to create meaning. (Questions 6 & 7)	Red	Red
Answer literal questions about characters, events and settings. (Questions 8, 9 & 10)	Red	Red
Answer inferential questions related to the main ideas of the story. (Questions 11 & 12)	Red	Red
Sum '24		

Mathematics Skills Analysis

	Pre	Post
Count objects to 10. (Questions 1 & 2)	Red	Yellow
Recognize numerals to 10. Recognize numerals to 20. (Questions 3 & 4)	Red	Yellow
Identify more, less, same to 10. (Questions 5 & 6)	Yellow	Yellow
Add to 10. Add to 20. (Questions 7 & 8)	Green	Red
Subtract to 10. Subtract to 20. (Questions 9 & 10)	Red	Red
Solve for an unknown. Identify a math sentence. (Questions 11 & 12)	Red	Yellow
Unit 4		

Bloom's Quick Look on Content Understanding

	Pre	Post
Remembering (Questions 1 & 2)	Yellow	Red
Understanding (Questions 3 & 4)	Yellow	Green
Applying (Question 5)	Red	Red
Analyzing (Question 6)	Red	Red
Sum '24		



Unique Learning System (ULS) - Progress Monitoring

- Quarterly Benchmark Assessments (aligned to IEP goals) track progress on key foundational skills:
Reading (inc. Phonological Awareness; Decoding; Reading Comprehension; Listening Comprehension; Reading Fluency);
Writing (inc. Writing Conventions; Beginning Research; Narrative Writing; Opinion Writing);
Math (inc. Number Sense; Number Calculation; Measurement & Data; Time; Money; Geometry; Fractions)

Benchmark Assessments

Letter-Sound Correspondence: Consonants

Receptive	Score	Summary
9/9/2024	Accuracy Score:	When given a phonemic sound of a consonant and a field of choices, Sample can select the letter that corresponds with the sound in 7 of 14 opportunities. Results: Correct: F, S, G, R, P, H, M;
2:27 PM	8/21 (38%)	Incorrect: L, D, B, K, T, C, N. Sample cannot yet reliably choose the sound a corresponding consonant makes from a field of choices in 1 of 7 instances. Results: Correct: /v/ like volcano;
Online		Incorrect: /y/ like yellow, /w/ like web, /j/ like jelly, /z/ like zebra, /ks/ like X-ray, /kw/ like quilt.

Ben

Writing Conventions 1: Foundations

8/13/2024	Score	Summary
8:05 AM	Accuracy Score:	When given a sentence, Sample can consistently choose the correct beginning capitalization or ending punctuation in 6 of 6 opportunities. Sample cannot yet reliably choose the correct
Online	8/15 (53%)	common noun, verb, preposition or interrogative to use within a sentence (Score: 2/9).

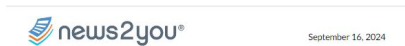
Benchmark Assessments

Comparing and Ordering Sets (0-10)

9/9/2024	Score	Summary
3:08 PM	Accuracy Score: 4/9	When given two sets of up to 10 items, Sample identifies which set has more or less in 4 out of 6 problems. Sample is unable to order 3 sets of up to 10 objects from least to greatest when
Online	(44%)	given 3 problems.

News 2 You

- Current Events supplemental curriculum that provides students with additional practice in reading, writing & math, using high-interest current events content.
- Materials are delivered in familiar formats that complement the ULS curriculum via weekly “newspapers” and daily “breaking news” features.



Hispanic Heritage Month

The U.S. celebrates Hispanic Heritage Month from September 15 to October 15. September 15 to October 15 was chosen because it includes dates important to Hispanic heritage. The dates include independence days for Costa Rica, Honduras, Nicaragua, Mexico and more. Hispanic Heritage Month honors Hispanic Americans. Hispanic Americans live in the U.S. and may have been born in or have ancestors from Mexico, Spain, the Caribbean, Central America and South America. Hispanic Heritage Month has a theme each year. The 2024 theme is about Innovation.

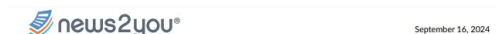
Innovation means creating or doing something new.



Hispanic Heritage Month

The U.S. celebrates Hispanic Heritage Month.

Hispanic Heritage Month is September 15 to October 15.



Hispanic Heritage Month

Hispanic Heritage Month is September 15 to October 15.



WEBBING

Name: _____

Use the cards to complete the web.

WHY ?

WHAT ?

WHO ?

WHEN ?

WHERE ?

honor Hispanic Americans	September 15 to October 15	U.S.	Hispanic Heritage Month	Hispanic Americans
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**Questions or Comments
regarding the Curriculum and Instruction for
students who receive special education services**





Newport-Mesa
Unified School District

Alternative Diploma Pathway

Juliana Sauvao

Director, Special Education Resolutions/SELPA

What is the Alternative Diploma Pathway?

The CA Legislative body changed Education Code based on a work group study that allows students with a **severe cognitive disability** to obtain an Alternative High School Diploma and can still be eligible to receive special education services until the age of 22.



What does the Ed Code say about requirements?

Education Code 51225.31 (b) states the following:

- Entered 9th grade in the 2022-23 school year or later, shall be eligible
- The IEP team has deemed the student eligible to take the state alternate assessments
 - There are specific requirements for this and is determined by the IEP team.
 - Students with a severe cognitive impairment are typically eligible for this assessment
- The student must complete state standards-aligned coursework to meet the statewide course requirements specified in Section 51225.3



CA State Diploma Requirements - Alternative Diploma Pathway [EC 51225.31](#)

English/ELA	3 years required 30 Credits
History	3 years required, including: • World History/Geography (10 credits) • US History (10 credits) • Govt/Economics (10 credits) 30 Credits
Mathematics	2 years required with: • 1 year of Algebra* (10 credits) • 1 year any Mathematics course *Student must pass Algebra with appropriate accommodations or modifications to instruction as determined by student's IEP. 20 Credits
Science	2 years required 20 Credits

Humanities/ Foreign Language	1 year required. May include Applied Skills electives and other course of study as determined by IEP 0-10 Credits (Or Applied Skills)
PE	2 years required 20 Credits
Applied Skills	Work-Based Learning, CTE or Vocational Development. May include Humanities/Foreign Language electives and other course of study as determined by IEP 0-10 Credits
Health	Not Required
Standards Requirements	Student is required to complete state standards-aligned coursework to meet the statewide course requirements in Section 51225.3. For information on the statewide course requirements, please visit the CDE website: https://www.cde.ca.gov/ci/gs/hs/hsgmin.asp .

Total Credits Required
130 credits

What are the next steps?

- The District has provided guidance and training to the administration and IEP teams on the Alternative Diploma Pathway
- IEP teams will determine the eligibility based on the Ed Code requirements:
 - Determine if the student has a significant cognitive disability (areas would be conceptual domain, social domain, and/practical domain -more details on next slide)
 - Does the student require extensive, direct, individualized instruction aligned to CCSS and substantial supports
 - Rule out additional concerns that the decision is not based on things such as reading level, poor testing performance, disruptive behavior, poor attendance, english learner designation, etc.



What are the three domains of a significant cognitive disability?

- **Conceptual** domain covers skills that are needed to communicate, apply academic skills, and manage/accomplish tasks
- **Social** domain covers behaviors needed to engage in interpersonal interaction, act with social responsibility, and use of leisure time.
- **Practical** domain covers behaviors needed to address personal and health needs; take care of home, classroom, or work settings; and function in a school or community.



Closing

- Where can I find additional information?
 - District Website, Special Education, SELPA
- Next Meeting Dates
 - Thursday, November 21, 2024; 9:30 - 11 a.m. & 5-6:30 p.m.
 - Legal Components of an IEP
 - Thursday, January 30, 2025; 9:30 - 11 a.m. & 5-6:30 p.m.
 - Behaviors & Safety
 - Thursday, April 24, 2025; 9:30 - 11 a.m. & 5-6:30 p.m.
 - Communication & Language



web.nmusd.us/SELPA

Contact Information

- Sara Pittington, Administrative Assistant II
spittington@nmusd.us



Newport-Mesa
Unified School District



Newport-Mesa
Unified School District

Join Us:

Community Advisory Committee (CAC)

The NMUSD Special Education Local Plan Area (SELPA) invites you to join our Community Advisory Committee (CAC). The CAC is a collaborative space where educators, parents, and community members work together to ensure that NMUSD's special education programs and services are effective and meet the needs of all students.



2024-2025 Parent Education Series

9/26

Curriculum & Instruction

BESST Center
2045 Meyer Place
Costa Mesa
Room 113

11/21

Legal Components of an IEP

BESST Center
2045 Meyer Place
Costa Mesa
Room 113

1/30

Behaviors & Safety

District Office
2985 Bear Street
Costa Mesa
Board Room

4/24

Communication & Language

BESST Center
2045 Meyer Place
Costa Mesa
Room 113



All meetings will be open to the public and will consist of two sessions, one in the morning and one in the evening.

The morning sessions will be held ***in-person*** from
9:30-11 am.

The evening sessions will be held ***virtually*** from
5-6:30 pm.

<https://nmusd.zoom.us/j/9255240975>

Spanish interpretation will be provided. If you require interpretation in another language, please let us know.

Contact us at:

714-424-8923

CAC@nmusd.us



Newport-Mesa
Unified School District



Newport-Mesa
Unified School District

Únete a nosotros:

Comité Consultivo Comunitario (CAC)

El Área del Plan Local de Educación Especial (SELPA) de NMUSD le invita a unirse a nuestro **Comité Consultivo Comunitario (CAC)**. El CAC es un espacio de colaboración donde educadores, padres y miembros de la comunidad trabajan juntos para asegurar que los programas y servicios de educación especial de NMUSD sean efectivos y satisfagan las necesidades de todos los estudiantes.



Serie de educación para padres 2024-2025

9/26

Curriculo e Instrucción

BESST Center
2045 Meyer Place
Costa Mesa
Salon 113

11/21

Legales de un IEP

BESST Center
2045 Meyer Place
Costa Mesa
Salon 113

1/30

Comportamientos y Seguridad

Oficina de distrito
2985 Bear Street
Costa Mesa
Sala del Consejo

4/24

Comunicación y Lenguaje

BESST Center
2045 Meyer Place
Costa Mesa
Salon 113



Todas las reuniones estarán abiertas al público y constarán de dos sesiones, una por la mañana y otra por la tarde.

Las sesiones matinales se celebrarán **en persona** de **9.30 a 11.00 horas.**

Las sesiones vespertinas se celebrarán **virtualmente** de **17.00 a 18.30 horas.**

<https://nmusd.zoom.us/j/9255240975>

Se proporcionará interpretación al español. Si necesita interpretación en otro idioma, háganoslo saber.

Póngase en contacto con nosotros en

714-424-8923

CAC@nmusd.us



Newport-Mesa
Unified School District



Newport-Mesa
Unified School District

Присоединяйтесь:

Консультативный комитет сообщества (CAC)

Местная зона специального образования NMUSD (SELPA) приглашает вас присоединиться к нашему общественному консультативному комитету (CAC). CAC - это место, где педагоги, родители и члены сообщества работают вместе, чтобы программы и услуги специального образования NMUSD были эффективными и отвечали потребностям всех учащихся.



Серия образовательных программ для родителей 2024-2025 годов

9/26

Учебный план и преподавание

BESST Center
2045 Meyer Place
Costa Mesa
Аудитория 113

11/21

Юридические компоненты IEP

BESST Center
2045 Meyer Place
Costa Mesa
Аудитория 113

1/30

Поведение и безопасность

Районный офис
2985 Bear Street
Costa Mesa
Зал заседаний

4/24

Коммуникация и язык

BESST Center
2045 Meyer Place
Costa Mesa
Аудитория 113



Все встречи будут открыты для публики и будут состоять из двух заседаний - утреннего и вечернего.

Утренние сессии будут проходить в **очной форме** с **9:30 до 11 утра.**

Вечерние занятия будут проходить **виртуально** с **5-6:30 вечера.**

<https://nmusd.zoom.us/j/9255240975>

Будет обеспечен перевод на испанский язык. Если вам нужен перевод на другой язык, пожалуйста, сообщите нам об этом.

Свяжитесь с нами по адресу:

☎ 714-424-8923

✉ CAC@nmusd.us



Newport-Mesa
Unified School District

Closing

- Questions/Comments about the CAC
- If you would like to provide written feedback, you can send your questions or comments to CAC@nmusd.us

