

Community Support Network of Nevada County

www.csnncc.org

MINUTES – CSN Partners Meeting

November 5, 2014 – 3:30 to 5:00 pm

Gene Albaugh Community Room at the Madelyn Helling Library

3:20 – 3:30 **Greet Incoming Partners** – 34 attended including: Diana Vandra, Lifetime Adoption; Melissa Marcum, NCSOS-FYS; Nicole Ebrahimi-Nuyken, NCBH; Sharon Richardson, Interested Grandparent; Kristen McGrew, PARTNERS FRC; Karen Hayle, Interested Grandparent; Leslie McQuarry, EMQ FamiliesFirst; Ned Russell, Got 40?; Tamaran Cook, DSS; Lynton Daniel, Shriners; Lael Walz, EMQFF/SFMC/NAMI; Helen Williamson, NAMI/Nevada County Mental Health Board; Marcia Westbrook, Child Care Council; Maureen Gerecke, FREED; Casey McCormick, Sierra Forever Families; Danielle Bacus, EMQ FamiliesFirst; ; Barb Smith, AFS Commission; Juli Clark, EMQ FamiliesFirst; Rachel Peña-Roos, Victor Community Support Services (VCSS); Tamara Ramsey, VCSS Intern; Debi Stevenson, EMQ FamiliesFirst; Suze Pfaffinger, Big Brothers Big Sisters; Christina Verdone, SNCS; Carolyn Anders, Community Member, Grandparent of autistic child; Carol Viola, Grass Valley School District; Allison McCann, DVSAC; Jennifer Balaban, DVSAC; Lindsay Dunckel, First 5; Terri Kirschner, Heal the Hearts/UACF; Dena Valin, Friendship Club; Greg Zaller, CoLiving Network; Susan Sanford, CSN Coordinator.

3:30 – 3:40 **Welcome & Introductions** – Lael Walz, Community Development Specialist, EMQ FamiliesFirst

3:40 – 3:45 **Meeting Minutes** – Accepted minutes from October meeting.

3:45 – 3:50 **40 Developmental Assets** – Ned Russell of Got 40? presented: Using 40A: Using the monthly asset tips ~ see details on last page of minutes

3:50 – 4:50 **Meeting Focus** – “Cracking the Code of Special Education” – Eli Gallup, Assistant Superintendent-SELPA (Special Education Local Plan Area), Nevada County Superintendent of Schools.
Eli did a PowerPoint presentation followed by an IEP (Individualized Education Program) Role Play. The PowerPoint and handouts are posted on the CSN website: www.csnncc.org + “Cracking the Code of Special Education” PowerPoint presentation + Meeting handouts: Special Education Acronyms, IEP Agenda

Here are some things that augmented the presentation.

+ Eli likes to teach parents the language to use that school people will hear and understand

+ Re: Special Education services: schools cannot say “we can’t afford that” – it’s illegal

+ In order to receive Special Education services, a student must have a recognized disability through the education code and a need (not DSM diagnosis) [DSM=Diagnostic and Statistical Manual (of Mental Disorders)]

+ General ed is doing a better job at accommodating some of the more common

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CSN Vision Statement

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disabilities but severe disabilities are on the rise (see Student Data slide in ppt)

+ Language use is important. It would be good to replace the term “emotionally disturbed” with something else.

+ 504 is an anti-discrimination code – e.g., if you have a disability you have to be treated like everyone else

+ Counties have better economies of scale than individual districts (e.g., SDC District vs. SDC County) [SDC=Special Day Class]

+ Wherever child rests his/her head is the district with the responsibility

+ “Accommodation” changes HOW they’re learning

+ “Modification” changes WHAT they’re learning

+ IEP doesn’t transfer to college (a 504 is available at college – Section 504 of the Rehabilitation Act of 1973 is a federal civil rights law that prohibits discrimination against individuals with disabilities)

+ Special Education Referral Procedure flow chart is about data so gather all you can

+ FAPE = Free Appropriate Public Education – e.g., parents may not be asked to volunteer in order to get services

+ LRE = Least Restrictive (educational) Environment – treat students as normally as possible

+ EDUCATIONAL BENEFIT is the whole framework/goal for the IEP

+ Identify needs, determine goals, school provides services to meet goals

+ Are the goals aligning to present levels of performance?

+ Goals need to be measurable

+ Cycle of Special Education ppt slide

+ PLOP = Present Levels Of Performance

+ Schools are going to screw up sometimes...need to learn from failures

+ 60 days = calendar days unless 5 or more days off (e.g., holiday & summer breaks)

+ Special Education is available for ages 3-22

+ “Intellectual Disability” will be replacing the term “mental retardation”

+ IEP is overwhelming for families because they do not speak the IEP language. Eli says it’s like people speaking to him in German about his child and the other people seem to know more about his child than he does.

+ It’s all about access to the general education curriculum

+ Know what you want and work backwards

+ Quantify everything

+ Measureable Goals – 7 key components – ppt slide. If you have good data, “you can attack data, not people.”

+ What does a *family* WANT vs. what does a *student* NEED?

+ Advocacy – who can support parents at IEP meetings? SEPAC (Special Education Parent Advisory (Awareness) Committee) and other community agencies.

+ Parents should have assessments in advance of IEP meeting

+ Parents should ask school psychologist to review assessment before IEP

+ Parents have right to school records within 5 days of request. The catch is that an IEP is not legally a record until it’s approved. Foster youth have special considerations.

+ Keep educating people that the IEP is about “Educational Benefit.”

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- + Ask questions vs. make statements
- + 70% of lawsuits are due to breakdowns in communication
- + Parent Request for an assessment should be sent to at least two people. Can be an email.

4:50 – 4:51 **Building the Network Moment** – Update on Standards of Quality training (omitted – nothing to report at this time)

4:51 – 5:00 **Network Announcements and Meeting Evaluation**

- + Tamaran Cook announced that there will be job announcements coming for several positions. When they are available she will email to CSN and CSN will email to Partners.
- + Lynton Daniel, Shriners: On May 9, 2015, the Shriners and Kiwanis will host the annual “Keeping Kids Safe Festival.”
- + Melissa Marcum announced that Jon Daly will be coming to speak.
- + Lindsay Dunckel announced that First 5 has opened a low-cost, 3-day-a-week preschool in Nevada City and is looking for some more 3-5-year-olds – see their website at www.first5nevco.org for more information.
- + Organizations that can provide resources and services during the holidays include: 211, Family Resource Centers, Interfaith Food Ministry, and others. CSN will post info that comes to us.

5:00 **Adjournment** – Next Meeting: January 7, 2015, Gene Albaugh Community Room, at the Madelyn Helling Library.

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Community Support Network of Nevada County Meeting Agreements

- Make decisions by consensus.
- Create an atmosphere of mutual respect that includes active listening and listening without judging.
- Start and end on time.
- Maintain a sense of humor and a positive attitude.
- Bring concerns to the whole group. Don't take them to the parking lot after the meeting.
- Set up the room in an inclusive way.
- Take responsibility for a task only if you have the time to accomplish it.
- Everyone is empowered to be a process observer and take ownership for the health of the meeting and is responsible for the health of the whole meeting.
- Be sensitive to others' need for more information. Make sure everyone understands.
- Be careful of injecting your self-interest and label it as such. Be able to layout your agency's interest and be open to other's interests.
- Meetings are meaningful and have a shared purpose.
- This is a living document and can be changed as needed.

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### **40 Developmental Assets – Using 40A: Using the monthly asset tips – November 5, 2014**

*A tip on one of the 40 Assets is presented at each month's CSN meeting and both distributed and posted with the minutes.*

How does your organization use the tip? (not a survey)

- Asking each staff member to focus on promoting the tip or the "monthly" asset in his/her daily work?
- Discussing it in a staff meeting?
- Tweaking one or more of your organization's programs to enhance building of the asset?
- Ensuring client families are aware of how behavior suggested by the tip can improve their families? (Or by a tip of your own choosing for the same asset)
- Applying it to your own behavior?
- Discussing it with friends, neighbors, and relatives?

For the 40 Assets in general:

- Is the list of the 40 Developmental Assets posted in your workplace?
- Is the poster 150 Ways to Show You Care posted in your workplace?
- Does your staff know the value of the 40 Assets?
- Do your family clients know why the posters are displayed?

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