

**Tulare County  
COMMUNITY ADVISORY COMMITTEE  
for Special Education**

**MINUTES  
November 6, 2008**

The Tulare County Community Advisory Committee for Special Education met in the Downstairs Conference Room of the Tulare County Office of Education at 1:30 p.m.

**MEMBERS PRESENT:** Shelley Dever, Stephanie Caldera, Filomena Rocha, Gary Kenny, Sherene Montes, Tim Perrotta, Connie Acevedo, Steve Stafford, Ramon Cervantes, Amy McMahon

**MEMBERS ABSENT:** Randi Kestner, Claudia Garcia, Dana Collins

**OTHERS PRESENT:** Leslie Berry, TCOE Graphic Designer, Scott Aldrich, TCOE Speech and Language Services Program Manager, Norma Erwin, Brenda Beatty, Renae Bendix; Parent Liaisons/ Tulare County Office of Education, Eric Sinclair, student and Tiffany Stark, community members

**WELCOME / INTRODUCTIONS:** Chairperson Stephanie Caldera welcomed CAC members and had everyone introduce themselves.

**PUBLIC COMMENTS:** Members of the public did not address the Committee on agenda items.

**MINUTES:** The minutes of the October CAC meeting were approved as submitted.

**MEMBERSHIP: APPOINTMENT, REAPPOINTMENT AND PROCESS**

Norma Erwin reported on the approval of new members and reappointment of current members to the Community Advisory Committee by the County Board. She explained the process according to the Education Code 56191-56193 that interested candidates are first nominated by the local school districts and appointed by the County Board. Currently, there are two candidates going through the process.

**CLOSING PROJECT REPORT: "COS DISABILITY AWARENESS MONTH":**

Renae Bendix gave a brief report on the outcome of the CAC booth at the COS event and stated it was a productive use of CAC Board time. Many CBI students were in attendance. Honorary Awards were given by COS and many were recognized for their efforts in working with students with special needs. Brenda Beatty added that parent resources and publications were handed out. Child Find brochures were given out and resulted in a Child Find referral. Norma Erwin stated that the efforts of the committee met the CAC responsibilities for "Parent Education", "Community Involvement" and "Activities on Behalf of Individuals with Exceptional Needs."

### **2009 “MEETING CHALLENGES” CALENDAR REPORT:**

Leslie Berry presented the final layout of the 2009 “Parents Meeting Challenges” Calendar to the committee. She said it was the first calendar in 10 years to involve the collaboration of so many people and it was truly a team effort. As a result, the calendar includes an unprecedented variety of scenarios showing parent involvement. Leslie pointed out that the calendar includes children of all ages and families were profiled at home, at school and in the community plus many months have two or three images. Committee members approved the calendar project and thanked Leslie for all her work.

**D.O.S.E. REPORT:** Jeff Higgins, DOSE representative gave an update of the following items presented at the October Directors of Special Education Committee meeting: 1) The “Bright Future for Children Program” was presented and how it would work with districts to provide additional support for children with behavioral problems. 2) Cara Peterson discussed how Response to Intervention would be used in Preschool and filtering even down to Bright Start to see how the child is progressing within the context provided. 3) An update on Behavior Intervention Case Manager (BICM) training for teachers was provided. This training provides consultation and training to teachers on ways to teach replacement behaviors more effectively. 4) Norma Erwin presented the proposal for the 2009- 2009 Child Find Campaign and it was approved by DOSE. Jeff said it would ensure an awareness of services and resources available for children with special needs. 5) Modifications and Accommodations for the California High School Exit Exam (CAHSEE) were discussed. Jeff noted that many school districts require that 10<sup>th</sup> grade students with disabilities take the CAHSEE without accommodations and that many students do pass it. If the student fails to pass the CAHSEE then accommodations and modifications are discussed and planned for the 11<sup>th</sup> and 12 grade years.

### **STUDY TOPIC: “ADOPTING THE RTI MODEL IN SCHOOLS”**

Scott Aldrich, provided CAC with an overview of the Response to Intervention model (RtI). He stated that doing RtI prevented a student from being labeled inappropriately. A student who is truly disabled will need services long term. Whereas a student who appears to be disabled may have different reasons why he is behind; for example, excessive absences, environmental factors or appropriate research based curriculum may not have been used. Scott shared that there is a lot of misconception regarding RtI. He stated RtI is more intensive than an IEP because the student is tested weekly rather than yearly as in an IEP. Scott discussed the discrepancy model stating it does not require concrete usable data. By comparison, the RtI model is scientific and legally defensive. The RtI process identifies the area of deficit and is able to provide modified and focused instruction. There have now been dramatic results using RtI in preschool. Scott explained that there are three layers of intervention and students move to a more intensive layer until they respond to the intervention or are targeted for special education. The response rate is typically, Tier I: 80%, Tier II: 15% and Tier III: 5%.

**ANNOUNCEMENTS:** Brenda Beatty announced the holiday events scheduled at the Creative Arts Center.

The meeting was adjourned at 3:00 p.m.