



PDAC
IPSD 204

Understanding and Addressing Abilities Advantages

February 22, 2018

Parent Diversity Advisory Council (PDAC)

To advance District 204's commitment to equity and educational excellence.

AGENDA

February 22, 2018, 7:00-9:00 PM

Understanding and Addressing Abilities Advantages

7:00-7:15	Sign-In Welcoming Remarks Norms Communication Protocols PDAC Promise Book reminder
7:15-7:45	Guest Speaker, Chris Cook, <i>Understanding and Addressing Abilities and Disabilities</i>
7:45-8:00	Advocacy Group Introductions
8:00-8:15	Student/Parent Speakers
8:15 - 8:30	Video
8:30-8:55	Table Discussions (two rotations) & Share Outs
8:55-9:00	Wrap Up and Updates

NORMS

Be on time

Stay on task

Be relevant...it's about equity

Be honest

Be open

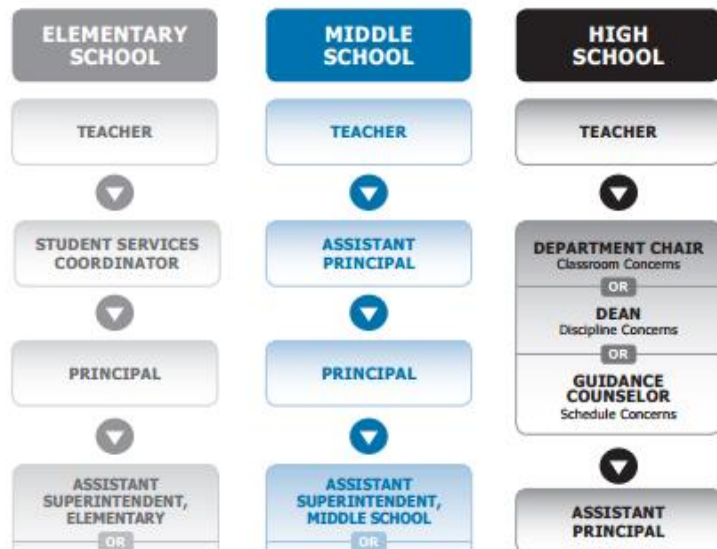
Be respectful



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WHERE TO GO IF YOU HAVE A CONCERN

Generally speaking, questions or concerns should first be discussed with the staff member who is closest to the situation. It is always best to follow the chain of command to ensure that all parties involved are properly informed of the situation. Parents should expect a response from the staff person listed, or his or her designee, within one business day to discuss their concern.





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PDAC Promise

PDAC promises to engage in active conversation concerning issues that are important to you.

We promise to stand along side you when you need an advocate.

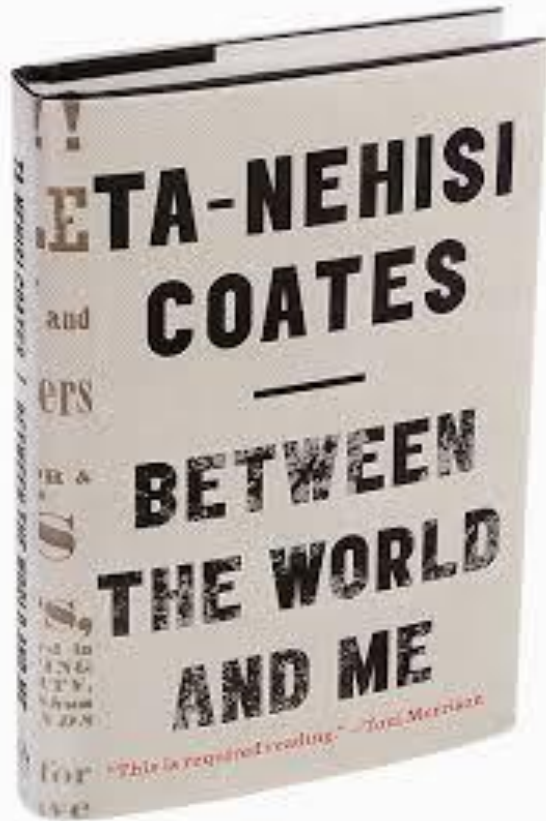
We promise to work with the district to ensure all families and students in our community feel welcomed in their respective school building and in their classrooms.

We promise to continue to bring awareness to the meaning of equity.

And most importantly we promise to advance District 204's commitment to equity and educational excellence always.

PDAC Book Study:

Between the World and Me



In a series of essays, written as a letter to his son, Coates confronts the notion of race in America and how it has shaped American history.
-GoodReads.com



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Hill of Beans

Thayer J. Hill Middle School

Kristin Bolf

Cynthia Loiterman

John Brom

Hill of Beans Facts:

- Hill of Beans started in 2012-2013
- Donation from Keurig
- Grant from the Special Needs PTSA

- We now run our coffee shop with three Keurig machines, one hot pot, and one ice maker
- We offer “coffee cards”

Hill of Beans in action!

What are we targeting with the
Hill of Beans experience?

We are addressing:

- ★ Vocational skills
- ★ Communication skills
- ★ Independence in a job related environment
- ★ Increasing one's work endurance/ time on a task
- ★ Self-confidence
- ★ Pride in one's work

Thank you for supporting Hill of Beans!

IDEA Summary

In 1975, IDEA (Individuals with Disabilities Act) guaranteed that individuals with disabilities would receive a Free Appropriate Public Education (FAPE). Since that time, IDEA has been amended to include Early Intervention programs for ages 0 to 5 years old, and Transition services for 18 to 21 year olds.

In addition, schools are mandated to identify students who may need services from birth to age 21, and students with disabilities must be served in the least restrictive environment.

Introduction of Advocacy Groups

Special Needs PTA

CONNECT the community by offering inclusive events.

EDUCATE about opportunities available within the community and the educational process.

SUPPORT families of children who require educational supports and host events to help you connect with others in similar situations.

2E Twice-exceptional children are gifted and talented children who also have learning, physical or emotional disabilities.

STEPS The STEPS PTSA is a not for profit parent, teacher and student organization for young adults who have graduated from high school.

Guest Speaker

Chris Cook Educator

“I define myself as a teacher who is determined, responsible, adaptable and compassionate.”



Community Speakers

Sutikshna Veeravalli - NVHS staff and recent grad

Padmini Sriram - parent perspective

Activity 1

We begin our first at a familiar place, a party like yours and mine.
It contains a hundred million calls that we work together to design.
And within each one of these many calls, each one that we have QNA,
The QNA code is exactly the same, a test-brochure rasuze.
So the code in each call is identical, a randomized party veil claim.
This means that the calls are nearly alike, party not exactly the same.
Take, for instance, the calls of the inquiries; that they're vital is
certainly plain.

Now think about the way you would think if those calls were the calls in
your brain.

Activity 1

We begin our trip at a familiar place, a body like yours and mine. It contains a hundred trillion cells that work together by design. And within each one of these many cells, each one that has DNA, The DNA code is exactly the same, a mass-produced resume. So the code in each cell is identical, a remarkable but valid claim. This means that the cells are nearly alike, but not exactly the same. Take, for instance, the cells of the intestines; that they're vital is certainly plain. Now think about the way you would think if those cells were the cells in your brain.

So how did you do? Assuming you found the exercise difficult (that was our intention), consider that we disguised only eight of the forty-four known phonemes in the English language. And, imagine if this weren't a game.

Activity 2 - No Words

Partner up.

Partner A pulls a slip of paper with a phrase on it.

Partner A tries to tell partner B what the phrase is - without talking, writing or using any letters or numbers.

Reflection

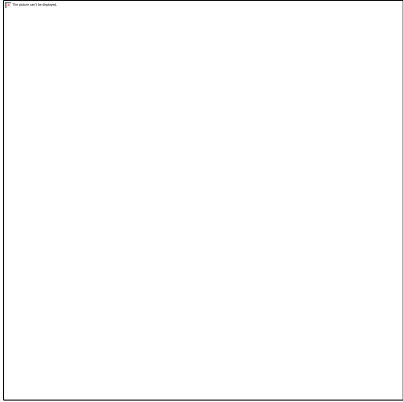
What have you learned today about people with disabilities?

Is there anything that you would change in your interactions or your child's interactions?

Indian Prairie includes many students with different abilities and disabilities. What role do students, staff, administrators, parents and community members/ organizations play in creating a safe and comfortable environment for all students?

Video Clip





We are proud to partner with these local businesses that support PDAC and their mission!



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JOIN US NEXT TIME...

March 15, 2018
7:00-9:00 pm
CEC

Understanding and Addressing Language Advantages

How do students' home languages advantage or disadvantage them in school?

*Until then, keep in touch with us via
Facebook and Twitter*



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