



LAS POSITAS  
COLLEGE

*Who are we at LPC*

# At the intersection of Dis/Ability

Presented by: Christopher Crone



# WE CONNECT ON NATIVE LAND

[Learn about and contribute to the Shuumi Land Tax to support the work of rematriating Indigenous land to Indigenous people.]



## LAND ACKNOWLEDGEMENT/ DECOLONIAL RECOGNITION\*

Las Positas College, like all institutions and all our homes on Turtle Island (a.k.a. the continental U.S.) exists on Indigenous land that has historically been stolen, yet invisibilized as such. LPC resides on the ancestral and unceded land of the Chochoyeno Ohlone- speaking people, who are the successors of the sovereign Verona Band of Alameda County and true past, present, and future stewards of this land.

There are many ways to disrupt, dismantle, and reimagine schooling practices rooted in white supremacy and settler colonialism. This land acknowledgement is one small act in the ongoing process of working to repair harm in decolonial ways, as well as being in good relationship with the land and Native peoples of the land.

(\*Adapted from learning opportunities at CSUEB, Educational Leadership for Social Justice)



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## IN LAK'ECH

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***TÚ ERES MI OTRO YO.***

YOU ARE MY OTHER ME.

***SI TE HAGO DAÑO A TI,***

IF I DO HARM TO YOU,

***ME HAGO DAÑO A MI MISMO.***

I DO HARM TO MYSELF.

***SI TE AMO Y RESPETO,***

IF I LOVE AND RESPECT YOU,

***ME AMO Y RESPETO YO.***

I LOVE AND RESPECT MYSELF.

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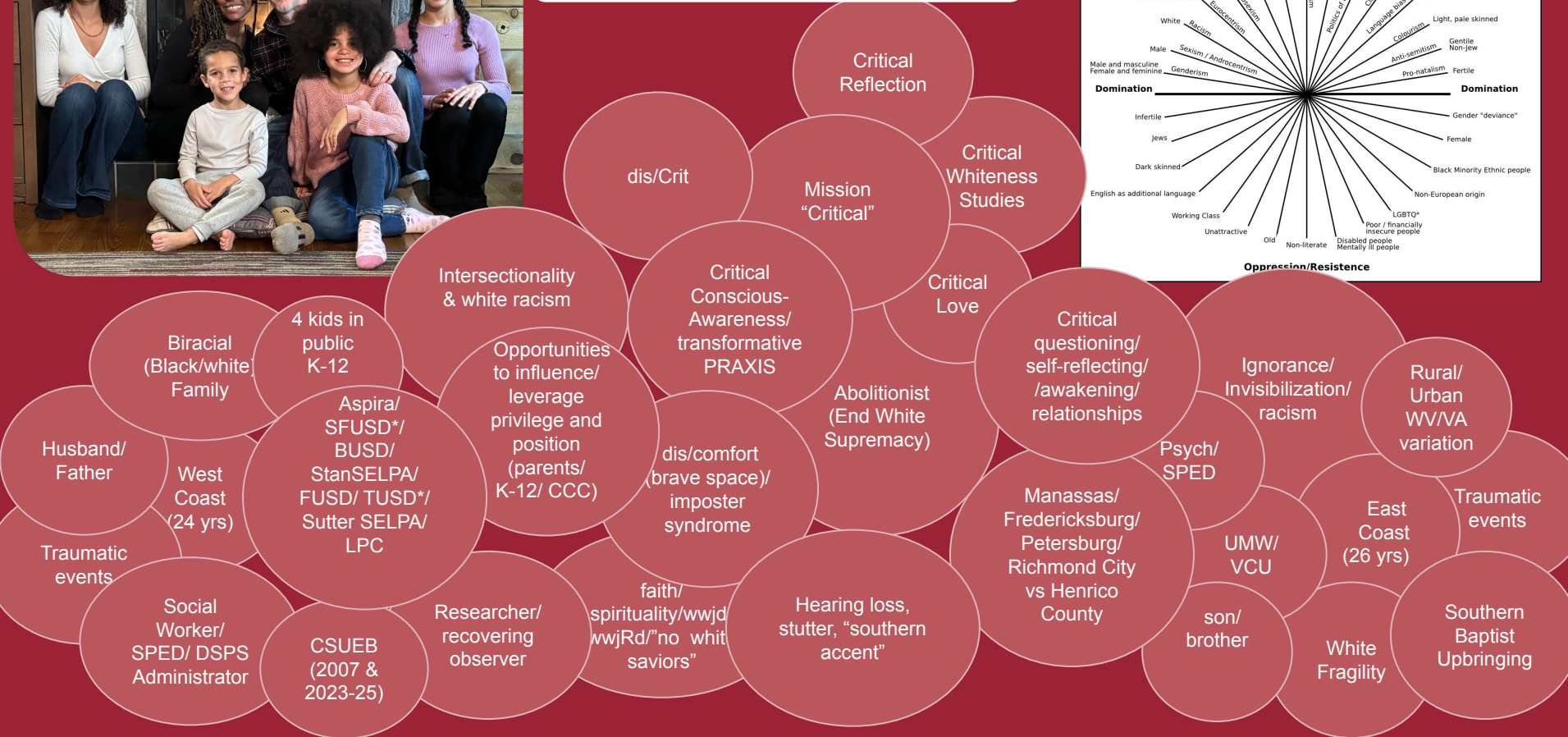
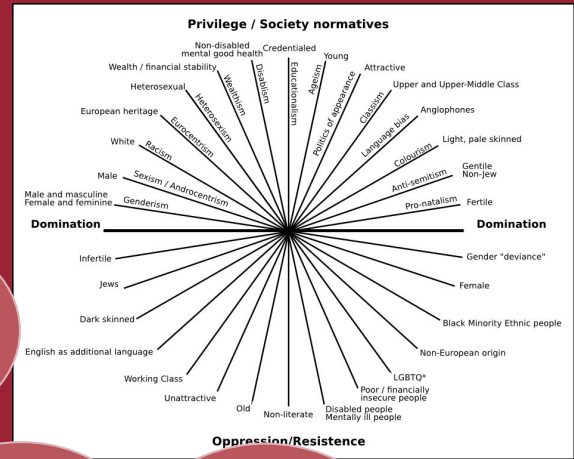
As you are comfortable or willing to experience discomfort,  
and with In Lak'ech in mind, turn and talk! (90 seconds each)

What is a physical, mental, or  
emotional impairment that you have  
learned about yourself so far?

WHAT HAVE YOU  
LEARNED ABOUT  
*Yourself!*  
TODAY?



# My Positionality



Students are finding their “why” with a sense of hope...

**We The People!**

**Be the  
change that  
you want to  
see in the  
world..**



**LPC – Where  
everyone  
who comes  
here,  
belongs  
here!!**

Thanks to you!



**As I talk with high schoolers about disabilities...**

**Disabilities do not discriminate!**  
(although some people do)

Everyone is confronted with stigma, stereotypes, labels

People with disabilities are not excluded...

# The Law Changes

## High School

- IDEA/ Section 504
- District Responsible
- Parent Advocacy
- Teachers follow up with you
- All services are automatic
- Accommodations are arranged
- Modifications acceptable
- Legitimate interest/ access to student's files

## College

- ADA/ Section 504
- Student Responsible
- Self-Advocacy (does not mean you are alone)
- Students follow up with professors
- Students must request to use approved accommodations/ NOT automatic!
- No modifications allowed
- Completely voluntary
- Confidentiality (FERPA)
- Instructors are not privileged to student's confidential information (neither are parents)





# Other differences

- **SPED** is all-encompassing for the "whole student" -> it's all on the IP
- **DSPS – academic accommodations** to help you achieve your goals (enrolled classes)
- **LPC –Caring campus** is all-encompassing for the "whole student", for every student!

For example:

- Mental Health Counseling
- Health and Wellness
- Reading and Writing Center
- Tutoring Support





Are you “college-ready”? We are **“student ready”!**

### Encouragement to students:

It’s never too early to practice self advocacy (this can be verbal, written, or with the use of technology)

Learn more about your disability and what accommodations work for you

Ask questions/ don’t be afraid to ask for help

Schedule your own appointments (practice keeping a calendar)

Actively participate in your own IEP or 504 meetings!

Buckle down in ELA and Math (\*AB 705/ 1705)

## Some LPC Data

- **Overall Student Success Rates (23-24):**  
**No Disability.....= 75% success.....(11% non-success, 14% withdrew)**  
**Disability (total avg) = 75% success.....(11% non-success, 14% withdrew)**
- **English Success Rates (23-24)**  
No Disability = ..... = 71%.....(12% non-success, 17% withdrew)  
Disability (total avg) = 67%.....(18% non-success, 15% withdrew)
- **Math Success Rates (23-24)**  
No Disability = ..... = 62%.....(14% non-success, 24% withdrew)  
Disability (total avg) = 58%.....(14% non-success, 28% withdrew)

## A Quick Note on AB 705 & AB 1705

- AB 705 requires the college to maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe.
- AB 1705 - Expands AB 705, to ensure students enroll in and complete transfer-level English and math within their first year. It also establishes that for students who need or desire extra academic support, colleges shall provide access to such support

What does this mean? **BUCKLE DOWN IN ENGLISH AND MATH!**

- No remedial courses available
- Support is available (but not automatic and not "specialized academic instruction")  
(i.e. Concurrent Support, Math Emporium, Math JAM)

Tutoring Center, RAW Center, SMART Shops, Instructor's Office Hours

# Legal updates

- **AB 1885 - Allows 9 units for DSPS students as an accommodation for full time status**
- **AB 705 & 1705 - Transfer level English and Math requirements (we've been hard at work on this, and data shows promise)**
- **AB 2821 - just passed 9/28/24** to require community college districts, on or before the start of the 2026-27 academic year, to include the Disability Access and Compliance Training Program within existing college personnel training and onboarding, as specified.

## ● Primary Disability

- 25% Learning Disability
- 23% ADHD
- 16% Mental Health
- 15% Autism Spectrum
- 12% Other Health Conditions
- 3% Acquired Brain Injury (ABI)
- 2% Blind/ Low Vision
- 2% Physical Disability
- 1% Intellectual Disability
- 1% Deaf/ Hard of Hearing (DHH)

## ● Unduplicated Counts

2021-2022 = 378

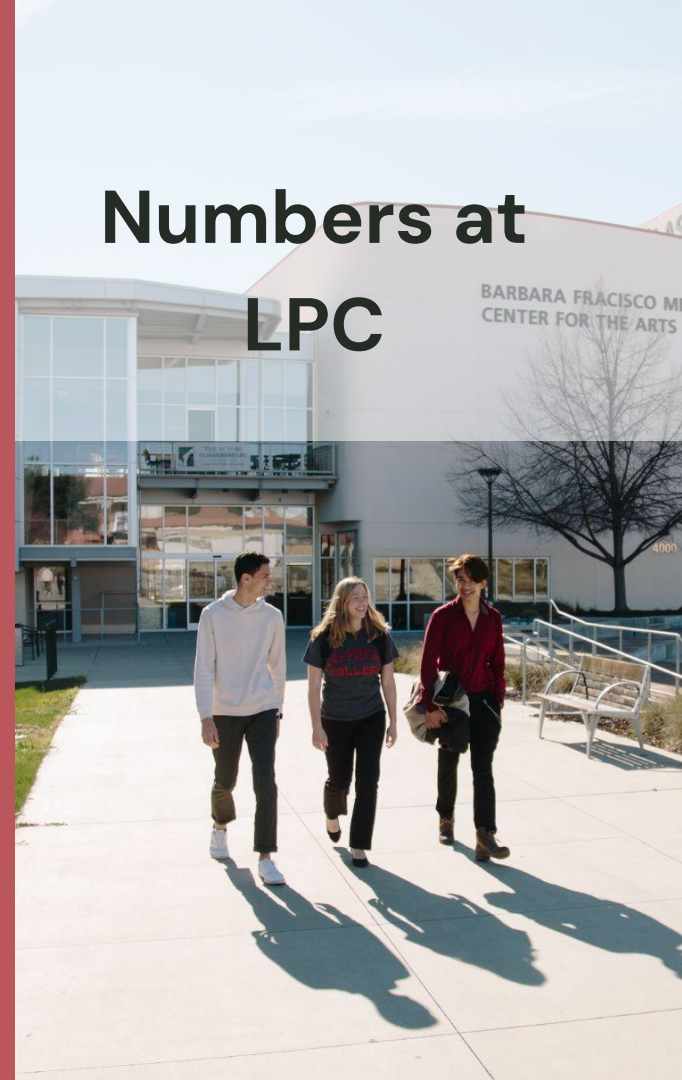
2022-2023 = 436

2023-2024 = 631

## ● This week = 718 (and counting)

- 1) Almost double in three years
- 2) Almost half of our students have a primary disability of LD or ADHD
- 3) The majority of our students' disabilities are invisible.

# Numbers at LPC





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- **Primary Disability**

**25% Learning Disability**

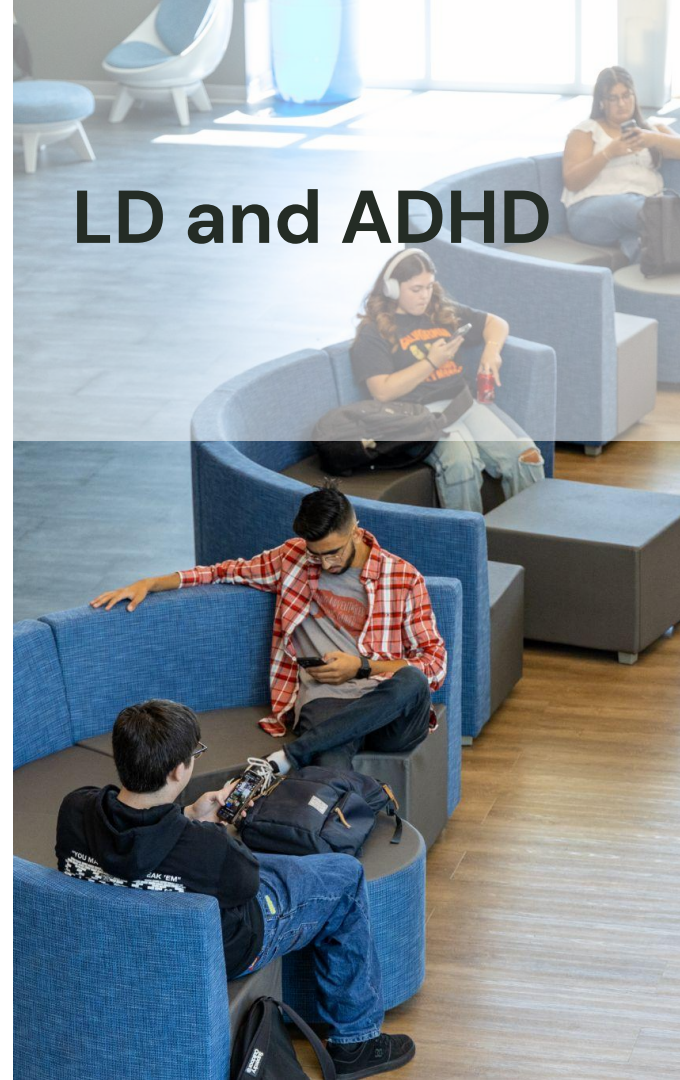
**23% ADHD**

- [Normal Isn't Real](#)

Input please



## LD and ADHD



## What is DSPS?

The **DSPS** is the acronym for “**Disabled Student Programs and Services**” (Education Code, Section 84850 and Title 5, California Code of Regulations (5 CCR) Sections 56000-56076) were enacted in **1976** through the passage of Assembly Bill 77 (Lanterman), which funds support services and instructional programs for students with disabilities in the California Community Colleges.)

(**DSPS**) is about **equity** and making sure any student can reach their **full potential**.

DSPS assists students with disabilities so they have **equal access** to all educational programs and activities on campus.

**Completely voluntary (not automatic)**

“Special Education”(SPED) does not exist in college

DSPS is not the same as SPED (but you still belong, and we can use your IEP or a 504 plan as verification)



## Words Matter

- **Assembly Concurrent Resolution No. 60** [ Filed with Secretary of State July 21, **2015**. JACR 60, Santiago. Education: students with disabilities. This measure would recognize the necessity of a more respectful and humanistic view of students with disabilities, and would affirm that state policies and procedures should use **People First Language** to the greatest extent possible.
- **Disabled Student Programs and Services (DSPS)** (Education Code, Section 84850 and Title 5, California Code of Regulations (5 CCR) Sections 56000-56076) were enacted in **1976** through the passage of Assembly Bill 77 (Lanterman), which funds support services and instructional programs for students with disabilities in the California Community Colleges.



**But how do we use them?**

# Language Activity

## New Name Ideas

Given the Assembly Concurrent  
Resolution No. 60 (2015)...  
(People First Language  
-> i.e. "**Students With  
Disabilities**")

AND

Understanding the law as written in  
1976 -  
"**Disabled Student Programs and  
Services**" -DSPS



# Name Ideas ?



**What do we call ourselves?**

<https://forms.office.com/r/7uJzbhueFV>





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## Empowering students with access and support

**Accessibility** is the  
foundation of **equity**.

**Inclusion** means  
belonging for everyone.

Dis/ability is **diversity**.



## Amanda Castelli

### DSPS Full Time Counselor



Welcome to Las Positas College! I have been the full-time DSPS Counselor since August 2020. In addition to being the DSPS counselor, I have taught Psychology Counseling courses throughout my time here at LPC. I love to be a part of a student's time at LPC and witness their accomplishments while helping you navigate your college journey through DSPS. You may see me around the community spending time with family and friends, please come say hi!

As a proud LPC alumni, I know what it is like to walk these halls as a student, transfer to a 4-year university, and beyond. LPC has so many more resources than just DSPS and I can't wait to connect you with them.

Please contact our office so we can get acquainted.

- M.A. Santa Clara University- Counseling Psychology
- Licensed Marriage Family Therapist
- B.A. UC Davis – Psychology
- A.A. Las Positas College- Psychology



## Jessica Romo

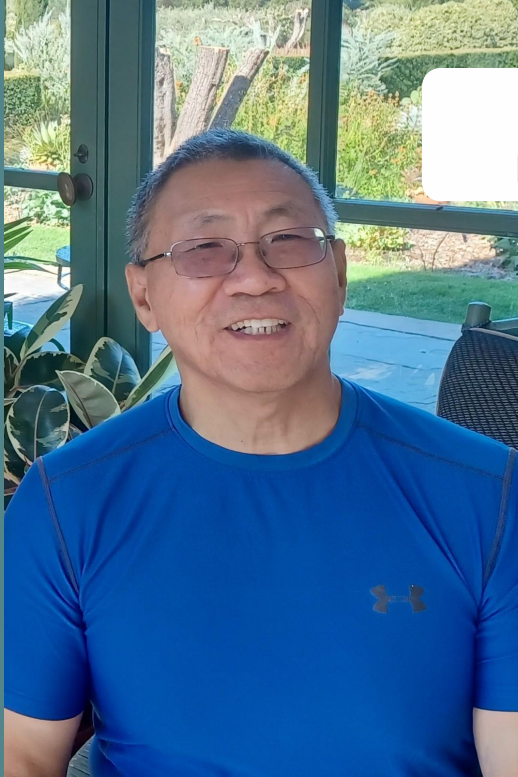
DSPS Adjunct Counselor/ LD Specialist



Jessica is an adjunct Learning Disability (LD) Specialist and Counselor in DSPS. She is passionate about advocating for individuals with disabilities, educating students on the strengths of neurodiversity, and working with first-generation college students. She previously worked as a School Psychologist for 4 years serving students in the K-12 setting. She also has previous experience working in case management/social work roles with individuals with developmental disabilities, foster youth, and youth impacted by the juvenile justice system.

She began her career as a caregiver for two children with cerebral palsy while pursuing her undergraduate degree and continued her passion for 20 years. She is a former community college student-athlete. A Sacramento native, Jessica enjoys spending time with her family and exploring all the Bay Area has to offer.

- M.A. Saint Marys' College of California- Counseling
- Psychology/PPS Credential School Psychology
- B.A. Sacramento State University- Psychology
- A.A. Cosumnes River College-General Education/Transfer



## Sidney Wong

DSPS Adjunct Counselor



Sidney Wong worked at Department of Rehabilitation for the state of California for over two decades. He worked as a rehabilitation counselor helping people with disable condition to receive training and employment assistance. After 24 years with DOR, he retired in August 2023 and join Las Positas College DSPS office as an adjunct counselor. His passion is to work with college students to assist them reach their full potential in their college and career journey.

In his free time, Sidney enjoys cooking, hanging out with friends, listening to music, Exercising, and working on puzzles.



## Jennifer Tonn

CAII/ Test Proctor



Jennifer has had the pleasure of working at Las Positas College since January 2022. She started off at the Veterans First Program where she worked part time as a Counselor Assistant II. In August of 2023 Jennifer had the opportunity to move over to DSPS full time as the Test Proctor. Her commitment to removing barriers for student success is always a top priority.

Jennifer has been actively involved in the LPC community where she currently serves as Classified Senate, VP of Activities. When not working she and has the opportunity loves to visit her daughter at college in our home state of Washington. Enjoys watching Reality TV, Cold Case documentaries, and listening to True Crime podcasts. Spending time with loved ones. Jennifer also volunteers in her community working with Tri Valley Haven located in Livermore, CA. Fun Fact: She actually has 4 children. 1 human, 2 cats, and the biggest trouble maker of them all is her Yorkie puppy.





## Sherita Waters

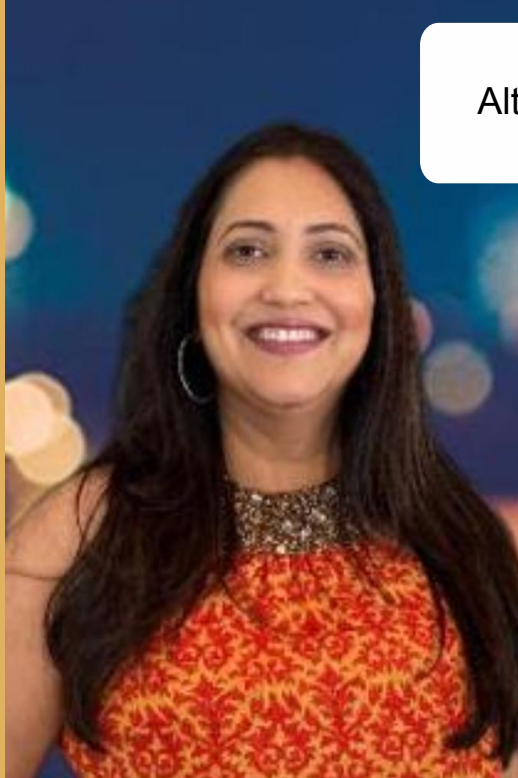
CAII/ Main Office



I have been a Counselor Assistant I for two years in the DSPS department. I have worked at Las Positas College for the past seven years. I started off as a Student Assistant in the EOPS office. I then became a part-time classified employee first as an Admissions & Records Assistant I then Admissions & Records Assistant II. While working here part-time I was a full-time student.

I am now a proud alumnus of LPC earning two AA degrees one as an Administrative Assistant and the other is Liberal Arts & Sciences: Computer Studies and three certificates for an Administrative Assistant, Administrative Medical Assistant, and Business Workforce Proficiency. I am a mother of two. In my free time I love all forms of entertainment books, movies, Broadway shows, and music. I also love to cook and bake.

Fun Fact: My favorite day of the is daylight savings time when we fall back because I get an extra hour of sleep.



## Shriya Shah

### Alternative Technology Media Specialist



With over a decade of experience in Assistive Technology and Special Education, Shriya Shah has worked in distinguished school districts, including Fremont Unified and Pleasanton Unified School Districts. At Las Positas College, she is dedicated to bridging the gap between students' abilities and challenges, ensuring that all students have access to essential technologies to reach their full potential.

Her innovative problem-solving and commitment to not taking “No” for an answer have been key in developing creative solutions for students and staff alike. Shriya holds Master's degrees in Instructional Technology and English Literature and is passionate about integrating technology into education. As a proud mother of a college-going son with physical disabilities, she brings a deeply personal perspective to her work. In her free time, Shriya enjoys listening to audiobooks, and podcasts, an hanging out with friends and family.

Fun Fact: One of her fun achievements is scripting, directing, and emceeing a parody mime dance video that went viral on social media after her friend's 50th birthday party!



## Tasheela Haynes

### Student Assistant



Hello! My name is Tasheela, and I've worked in the Disability Resource Center since June 2023. I'm a proud, first-generation graduate of Cal State Hayward B.A. in Speech Communication, Option in Interpersonal Communication, and graduated from our sister campus, Chabot College with an A.A. in Speech Communication. I thoroughly enjoy working with our students and their families in the Disability Resource Center and strive to make the interactions I have positive, impactful, meaningful and helpful. As a returning student and parent, I have an understanding of trying to balance work, school, and family. I also bring an understanding of how to help one's child(ren) learn how to self-advocate in this academic space while navigating alongside their disability. It's a delicate balance of multiple things, including a combination of guidance and allowing the student to find their way and equipping them for success.

Since last semester, I've stepped into Peer Coaching which is a new area in our department. In these Peer Coaching meetings, I meet with our students one-on-one and help them with anything from managing their schedules to checking Canvas and contacting professors. I really enjoy helping people and find satisfaction in doing so. I have conversational knowledge of Spanish and have taken it here on-campus. I plan to be finished with my A.A. in Language Arts and Communication this semester.



## Anesu Wozhele

Student Assistant



As a Computer Science freshman, I am passionate about leveraging technology to create inclusive solutions. Currently, I work as a student assistant at both the Disability Resource Center and the Black Cultural Resource Center, where I support initiatives that promote accessibility and cultural awareness on campus.

I enjoy coding personal projects, exploring new technologies, and participating in hackathons in my free time. I love reading, hiking, and connecting with diverse communities through cultural events.



## Kimberly Mittan

Student Assistant



Hi! My name is Kimberly Mittan and I am a first-year student here at Las Positas College, as well as a DSPS Student and Student Assistant. I am also a President's Scholar and part of the Movement API learning community here on campus. I am currently majoring in Sociology and I'm not entirely sure where my studies are taking me right now, career-wise, but I know I have good things in store. (Social work is looking pretty good to me right now!) I am a Pleasanton resident and graduated from Amador Valley High School. In my free time, I enjoy listening to music -- some of my favs are Fleetwood Mac (huge superfan!), The Smiths, and Jeff Buckley. I also love to cook meals and bake desserts for a hobby; I was the president of my high school's Culinary Club and was a proud catering student. Food is my love language! When I'm not with my friends or working, I enjoy going on walks. I try to walk a minimum of 5 miles every day.



## Alishba Ahmed

### Student Assistant



Hi! My name is Alishba Ahmed and I am a student assistant at the DSPS center as well as a full-time Math/Economics student at Las Positas, on track to graduate this spring. I am a member of the Honors Program as well as various clubs on campus including the LPC Book Club and the Muslim Student Association (MSA). Going forward in my education, I hope to pursue a higher degree in Finance and further my knowledge in the business field. Some of my hobbies include reading psychological thrillers, baking different types of cookies, painting landscapes, and learning new languages. My favorite way to spend my free time is gathering around my family and friends, who are my biggest support system. Furthermore, I am happy to be working at DSPS as a student with accommodations myself, and hope to help others be informed about their resources!

# Disabilities and Confidentiality

The Family Education Rights and Privacy Act (FERPA) protects the privacy of student educational records and information.

Students do not have to disclose anything related to the nature of their disability. What they choose to share is up to them, but how many have the opportunity in a safe-enough environment?

There is no law against humanizing, “normalizing”, and **centering student voices**, in and outside of the classroom, on a syllabus, in verbal and non-verbal interaction

# Centering Student Voices

Students invited to share their intersectional experiences..

Welcome Denise, Kim, Vesper, Alishba, Jaden, and Anesu!



# DSPS 5 Steps for Success for Students

1

Join LPC's Caring  
Campus Community  
Apply Now—LPC is Here  
to Help You Succeed

Join LPC

2

Be Informed—Take  
Charge of Your Success.  
Proactive and Prepared  
Unlock the Resources  
Available to You

Initiate Self-Advocacy

3

Tell us about you, and  
your dis/ability—Fill Out  
the Intake Application

Complete the Intake  
Application

4

Your Support Team  
Awaits—Meet with a  
DSPS Counselor and  
access your  
accommodations

Meet with a DSPS  
Counselor

5

Use Your  
Accommodations and  
stay connected for  
additional support from  
DSPS and other campus  
resources

Use Your  
Accommodations

# DSPS 5 Steps of Success for faculty and staff

## 01 Know Your Responsibilities

Staff play a vital role in fostering an inclusive learning environment. Start by understanding your legal obligations under the ADA and Section 504, as well as LPC's policies on accommodations. This foundational knowledge ensures that all students have equitable access to education.

Navigating DSPTS: A Guide for LPC Faculty and Staff –coming your way!

## 02 Design Your Class for Accessibility

Ensure your course is accessible from the start by using universal design principles. Provide captions for videos, use accessible documents, and offer multiple ways for students to engage with content. Proactively creating an inclusive environment benefits all students and minimizes the need for last-minute adjustments.

## 03 Address DSPTS in Your Syllabus

Include a clear and welcoming DSPTS statement in your syllabus to communicate your commitment to supporting students with disabilities. This statement should inform students about how to request accommodations and emphasize your role in fostering an inclusive classroom environment.

## 04 Understand Your Students' Accommodations

Access the MyPortal DSPTS Accommodate card to review your students' documented disabilities and their specific accommodations. Understanding these details allows you to tailor your teaching strategies and ensure that each student receives the support they need to succeed

## 05 Embrace Student Confidentiality, and humanize

Maintaining confidentiality regarding students with disabilities is crucial for fostering trust and respect. Ensure that all student information is kept private both in and out of the classroom. This commitment to confidentiality protects students' rights and encourages an open dialogue about their needs.



# Community of... possibility dis/ability

Continue critical conversations in the keynote follow-up session, Room 1001 with Amanda Castelli

Come join us **this Tuesday at DSPS from 4:30 - 5:30**, for our first ever Community Conversation, where we will continue this journey in the best interest of students!

# Never give up!



Enjoy lunch, and let's continue these conversations, En Lak'ech!