El Dorado Hills
COMMUNITY SERVICES DISTRICT

Estab: May 21, 1962

Board of Directors
Recreation and Volunteer Committee
Parks Conference Room
1030 St. Andrews Drive, El Dorado Hills

Wednesday, February 15, 2017
4:30 PM
AGENDA

Noelle Mattock, Director
Ben Paulsen, Director

Mission Statement

"Enhance the quality of life for El Dorado Hills Residents through innovative, responsible leadership and by providing superior services and facilities."

Call to Order

- Pledge of Allegiance
- Roll Call
- Adoption of Agenda[i]

Board of Directors' Comments & Future Agenda Items

Public Comment

General Business

1. Review, Discuss and Provide Feedback to Staff Regarding Policy 3240 Cost Recovery, Section 4 Recreation Programs (Loewen/Ritzman) (Pg. 2)

2. Review and Provide Feedback Regarding the Adaptive Recreation Program Plan (Loewen/Ritzman) (Pg. 16)

3. Program Update (Ritzman)

Adjournment

[i]**Adoption of Agenda:** *This agenda may be amended up to 24 hours prior to the meeting being held. An AGENDA in FINAL FORM is located in the kiosk in front of the District Office as well as each of the El Dorado Hills Fire Stations. Additionally, a copy of the FINAL AGENDA is available on the District's website at www.edhcsd.org. Support material is available for public inspection at the receptionist counter in the District Office. Sessions of the Board of Directors may be recorded and members of the audience are asked to step to the microphone and give their name and address before addressing the Board. For anyone having difficulty hearing, listening assistance headphones are available from the Board clerk.*

EL DORADO HILLS
COMMUNITY SERVICES DISTRICT

AGENDA REPORT

To:	Recreation and Volunteer Committee
From:	Kevin A. Loewen, General Manager
Prepared By:	Jill Ritzman, Recreation Director
Meeting Date:	February 15, 2017
Report Date:	February 6, 2017
Subject:	**Policy 3240 Cost Recovery, Section 4 Recreation Programs**

Recommendation:
Review, discuss and provide feedback to staff regarding Policy 3240 Cost Recovery, Section 4 Recreation Programs (Attachment A).

Background:
On July 15, 2008, the Board of Directors approved Policy 3240 Cost Recovery for Park Maintenance, Park Construction, Garbage Collection, Cable Television and Recreation Programs. Recreation staff uses this policy to develop and justify program fees, create program budgets, and determine suitable programs to offer. Programs are routinely reviewed for cost-effectiveness within the Policy framework, including numbers served and costs recovered with fees.

Discussion:

Recreation staff discussed the current Cost Recovery Policy, and provided recommendations for consideration (Attachment B). Proposed policy changes for consideration include:

- Updating programs under each category to existing and anticipated programs;
- Providing specific programs under each category (example, aquatic programs were specified and separated into several categories)
- Cost Recovery for Community Benefit was increased and now considers donations and sponsorships.

The five basic categories were maintained because those categories capture the full range of programs. Recreation does not plan for programs in the Enterprise Fund to prevent competition with the private sector.

The District's Cost Recovery Methodology states that "goal percentages are computed on revenue received divided by the total cost of delivering the service (including both direct costs and overhead)." The analysis for meeting this portion of the Policy has only recent begun with a few Break Even Analyses (see below) completed. The Committee may want to consider a modification to the Policy in the form of:

1. Make Cost Recovery on the basis of program delivery only and not include facility costs associated with programs. If this is a valid consideration, then restructuring cost recovery percentages may be warranted, as some programs may not currently be performing within their designated category/percentage.
2. Redefine the Methodology to clearly state that facility costs are included, as "overhead" may have been interpreted to mean staff wage hour overhead. Should this change be made then a program-by-program analysis should be completed prior to making recommendations for changing cost recovery percentages or categorical assignment of programs.

Financial Impacts:

Financial impacts to the Department and impacts to community programs and fees can be analyzed once specific policy changes are drafted (but before a final policy is adopted).

In recent months, staff developed Break Even Analysis reports for the Teen Center and Gilmore Senior Center and included in this staff report for informational purposes. Both reports both are inclusive of loaded staff rates and facility costs (Attachments C-D). Additional Break Even Analyses will be developed this spring.

Attachments:

A - Policy 3240 Cost Recovery
B - Policy 3240 Track Changes
C - Teen Center Break Even Analysis Worksheet
D - Teen Center Break Even Analysis (Facilities Portion)
E - Senior Center Break Event Analysis Worksheet

POLICY TITLE: **COST RECOVERY**
POLICY NUMBER: **3240**

3240.10 **PURPOSE**. To reflect the District-wide philosophy in regards to fees, and to set standards by which the District can measure its services for cost-effectiveness and future viability.

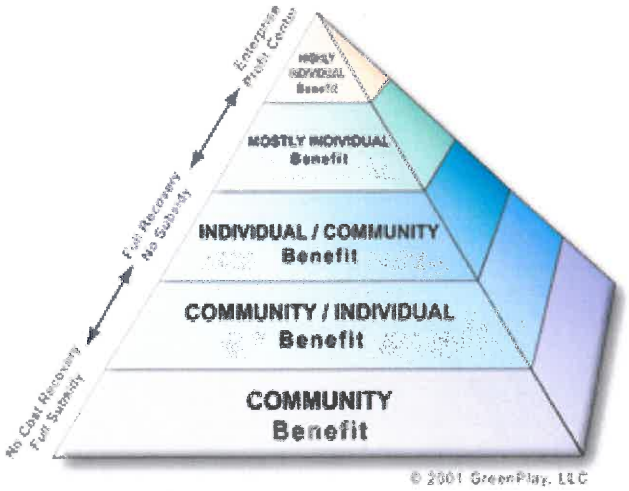
3240.20 **GOALS**

1. Park Construction: The District will assess Park Impact Fees on new construction. The fee will be set by Nexus Study, and will be collected at the time each building permit is pulled. These funds will constitute the pool of funds used to reimburse developers after each park has been constructed to the District's standards, and to build new parks and facilities with District-wide benefit. Time spent in planning meetings will be calculated based on the current overhead rate of staff in attendance, and will be billed to developers quarterly. This fee will be in addition to fees stipulated in the Developer Agreement unless specifically described therein.

2. Park Maintenance: The District will recover its maintenance costs through establishment of Landscaping and Lighting Assessment Districts (LLAD). A consulting assessment engineer will establish the assessments, and percentages of cost recovery to find the appropriate benefit level for each area, which shall be assessed annually on the property tax rolls. District Parks that are maintained through an LLAD are subsidized by the General Fund based on the General Benefit determined by the assessment engineer. Currently LLAD maintained parks are subsidized by the following percentages: Community Parks - 75% (will be revisited April 14, 2011); Village and Neighborhood Parks - 10%. The General Benefit shall be reviewed by the assessment engineer on a case by case basis as new parks are developed. The District will not build parks that are not covered by maintenance LLADs (see District Policy 6610.120). (see District Policy 6110.120). (Revised August 12, 2010; April 14, 2011)

3. Garbage Collection and Cable Television: Currently the District outsources these operations and collects a franchise fee. If in the future, the District operates these services internally, they will be set up as enterprise funds, and the user fees will be set to recover 100% of the costs incurred.

4. Recreation Programs: User fees will be based on the value of services to the community. The Director of Recreation will assign programs to the appropriate class:



(Used with Permission)

A. Community Benefit. No user fees will be charged to the public for District amenities that exist fully for the community benefit. Examples include:
   - Parkland, Open Space, and Trails
   - Special Events (Summer Concerts, Egg Hunt)
   - General Events (Bark in the Park)
   - Senior Services, Clubs, and Craft Groups
   - Skate Park

B. Community/Individual Benefit (1% to 30%). Because of the high level of community benefit, these costs will be subsidized by the general fund at a high level. Examples include:
   - Teen Center
   - Special Events (Triathlon, Saturday in the Park, Halloween)

- Senior Center Programming Classes and Trips
- Aquatics
- Indoor Facility Rentals for Community Groups (Pavilion)

C. Individual/Community Benefit (30% to 60%). Examples include:
- Youth Athletics and Sports Camps
- Outdoor Facility and Field Rentals
- Water Polo
- Staff-Taught Youth and Adult Classes

D. Mostly Individual Benefit (60% to 100+%). Fees for these programs will be based on the laws of economics – what the market will bear. Examples include:
- Contractually-Taught Youth and Adult Classes (digital camera, dance)
- Day Camp
- Adult Athletics (volleyball, basketball, softball, soccer)
- Preschool
- Indoor Facility Rentals for Private Parties (Pavilion)

E. Highly Individual Benefit (Enterprise Fund). Currently the CSD does not operate any enterprise funds. Examples include a Golf Course or Paint Ball Course. The cost-recovery goal would be set at 100%+.

3240.30 METHODOLOGY: Cost-recovery goal percentages are computed on revenue received divided by the total cost of delivering the service (including both direct costs and overhead). The overhead rate may be calculated in a formal study and will be updated every three (3) years.

Programs will be evaluated by the appropriate recreation supervisor at each program's conclusion. If a program does not meet its cost-recovery goal after the fourth offering, it will be reviewed for appropriate classification, and either moved into the appropriate recovery goal class or discontinued.

3240.40 ADJUSTMENTS TO FEES

3240.41 The General Manager is authorized to reduce or eliminate the differential in rates between residents and non-residents when it can be determined that:

- The fee is reducing attendance to below what would be necessary to support the program for residents, and
- There are no appreciable expenditure savings from the reduced attendance

3240.42 The General Manager is authorized to charge fees for facilities that are closer to full cost recovery if those facilities are heavily used at peak times and include a majority of non-residential users.

3240.43 The General Manger is authorized to offer reduced fees such as introductory rates, family discounts, and coupon discounts on a pilot basis (not to exceed two fiscal cycles) to promote new recreation programs or resurrect existing ones.

3240.44 As a means to include needy families in District programs, scholarships will be available through application. Funding is limited to the amount budgeted and is awarded on a first-come, first-served basis.

Source: Approved July 15, 2008

Attachment B

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POLICY TITLE: **COST RECOVERY**
POLICY NUMBER: **3240**

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1. Park Construction: The District will assess Park Impact Fees on new construction. The fee will be set by Nexus Study, and will be collected at the time each building permit is pulled. These funds will constitute the pool of funds used to reimburse developers after each park has been constructed to the District's standards, and to build new parks and facilities with District-wide benefit. Time spent in planning meetings will be calculated based on the current overhead rate of staff in attendance, and will be billed to developers quarterly. This fee will be in addition to fees stipulated in the Developer Agreement unless specifically described therein.

2. Park Maintenance: The District will recover its maintenance costs through establishment of Landscaping and Lighting Assessment Districts (LLAD). A consulting assessment engineer will establish the assessments, and percentages of cost recovery to find the appropriate benefit level for each area, which shall be assessed annually on the property tax rolls. District Parks that are maintained through an LLAD are subsidized by the General Fund based on the General Benefit determined by the assessment engineer. Currently LLAD maintained parks are subsidized by the following percentages: Community Parks - 75°/o (will be revisited April 14, 2011); Village and Neighborhood Parks- 10°/o. The General Benefit shall be reviewed by the assessment engineer on a case by case basis as new parks are developed. The District will not build parks that are not covered by maintenance LLADs (see District Policy 6610.120). (see District Policy 6110.120). (Revised August 12, 2010; April 14, 2011)

3. Garbage Collection and Cable Television: Currently the District outsources these operations and collects a franchise fee. If in the future, the District operates these services internally, they will be set up as enterprise funds, and the user fees will be set to recover 1OOo/o of the costs incurred.

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4. Recreation Programs: User fees will be based on the value of services to the community. The Director of Recreation will assign programs to the appropriate class:

A. Community Benefit. (0-10%)No user fees will be charged to the public for District amenities that exist fully for the community benefit. Donations, sponsorships and alternative funding sources will be sought when feasible. Examples include:
- Parkland, Open Space, and Trails
- Special Events (Summer Concerts, Easter Egg Hunt, Christmas Tree Lighting, neighborhood park parties)
- ~~General Events (Bark in the Park)~~
- Senior Services, ~~Clubs, and Craft Groups~~ such as volunteer led activities (painting, Mind Fit series), guest speakers (Alzheimer's Association), AARP driving training, knitting club and table games.
- Skate Park
- Public swim and April Pool's Day
- Summer concerts and Saturday Night in the Park

B. Community/Individual Benefit (1°/o to 30°/o). Because of the high level of community benefit, these costs will be subsidized by the general fund at a high level. Examples include:
- Teen Center
- Special Events (with admission fees, such as Valentines Dance, Cookies with Santa)~~Triathlon, Saturday in the Park, Halloween)~~
- Senior Center Programming Classes and Trips
- Aging in place, health & wellness, leisure programs for older adults to support independent living
- ~~Aquatics~~ Swim lessons
- Indoor Facility Rentals for Community Groups (Pavilion)

C. Individual/Community Benefit (30°/o to 60°/o). Examples include:
- Youth Athletics and Sports Camps
- Outdoor Facility and Field Rentals
- Water Polo
- Staff-Taught Youth and Adult Classes

D. Mostly Individual Benefit (60o/o to 100+0/o). Fees for these programs will be based on the laws of economics - what the market will bear.

Attachment B

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Examples include:

- Contractually-Taught Youth and Adult Classes (digital camera, dance)
- Sports camps
- Day Camp and after-school programs (elementary school)
- Adult Athletics (Bocce ball, arachery, ~~volleyball, basketball~~, softball, soccer)
- Field Trips and community outings for adults and youth
- ~~Preschool~~
- ~~Indoor Facility Rentals for Private Parties (Pavilion)~~
-

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introductory rates, family discounts, and coupon discounts on a pilot basis (not to exceed two fiscal cycles) to promote new recreation programs or resurrect existing ones

3240.44 As a means to include needy families in District programs, scholarships will be available through application. Funding is limited to the amount budgeted and is awarded on a first- come, first-served basis.

Source: Approved July 15, 2008 update TBD 2017

Teen Center Break Even Analysis Worksheet

9/30/2016

BASIS

1. Loaded rates + TC recreation service and supply accounts + Portion of 8000 PT staff & service and supply accounts (8%) + Facility costs staff, supplies and services
2. Actual expenditures (not budget)
3. FY2015/16
4. Programs Include summer and after-school program; Teen Center rentals

COSTS

what	rate	qty	cost
Teen Center			
Rec Supervisor 20%	128.44	416	53,431.04
Rec Coord FT 30%	96.91	624	60,471.84
Rec Coord PT	76.02	980.25	74,518.61
Rec Leader	26.71	4621.47	123,439.46
sub-total			311,860.95
TC service & supplies			24,705.00
TOTAL			336,565.95

Reg Office/portion of 8000 (8%)			
Admin Assist II REG	96.69	125	12,066.91
Admin Assist II PT	77.84	169.12	13,164.30
Admin Assist I PT	88.36	188.64	16,668.23
Rec Supervisor	128.44	76.544	9,831.31
sub-total			51,730.75
8000 services & supplies	8%	144,750	11,580.00
TOTAL			63,310.75

Facilities/Parks	
Staff	11,735.52
Services**	37,279.92
Repairs & supplies	1,100.00
TC Van	825.00
TOTAL	50,940.44

ANNUAL REVENUES		97,377.00
ANNUAL COSTS		450,817.14
Recovery Policy	1%-30%	22%

** Services: landscape, security, janitorial, HVAC, utilities

Break Even Analysis for Teen Center

(Facilities Portion)

Description		Monthly	Annual
Staff			
	Supervisor @ $155.53/hr *(average 1hr/mo)*	$155.53	$1,866.36
	Lead @ $114.57/hr *(average 3hr/mo)*	$343.71	$4,124.52
	PT Maint Wkr @ $29.92/hr *(16 hr/mo)*	$478.72	$5,744.64
Building Maintenance/Repairs			
	(plumbing/electrical/general construction/maintenance)		$350.00
	***Deferred projects over past 6 yrs have averaged $13,000*		*see note
	*** Deferred projects for next 7 yrs average $192,000*		*see note
Utilities			
	Electrical (PG&E)	$26.00	$312.00
	Water/Sewer/Irrigation (EID)	$35.00	$420.00
Landscape Maintenance (Terracare)			
	(8% of Community Park Costs/of Full Contract Amount)	$758.00	$9,097.00
Janitorial *(EMMS)*			
	Labor *(averaged to include regular and special services)*	$1,525.00	$18,300.00
	Supplies	$115.00	$1,380.00
Security *(Paragon)*			
	Approx 6.55% of contracted costs for Community Park	$47.00	$564.00
Intrusion/Fire Monitoring *(Sonitrol)*			
	Intrusion/Video/Fire Monitoring/Testing	$481.00	$5,772.00
	non routine Emergency/Service Calls		$350.00
Misc Equipment Maintenance/Repair			$750.00
	Refrigerator, Freezer, Microwave, Dishwasher		
HVAC	Quarterly Maintenance	$65.41	$784.92
	Add: approx On-Call costs for repairs		$300.00
			$50,115.44

STAFF	$11,735.52
SERVICES	$37,279.92
MAINT, REPAIRS & SUPPLIES	$1,100.00
TOTAL	**$50,115.44**

Gilmore Senior Center Break Even Analysis Worksheet

1/12/2017

BASIS

1. Loaded rates + Recreation service and supply accounts + Portion of 8000 PT staff & service and supply accounts (11%) + County rent
2. Actual expenditures (not budget)
3. FY2015/16

COSTS

what	rate	qty	cost
Gilmore Senior Center			
1 Rec Supervisor	128.44	2080	267,155.20
Rec Coord, 500 hours	76.02	0	-
Admin Assist II, 1,950	77.84	1950	151,788.00
sub-total			418,943.20
service & supplies			21,589.30
TOTAL			440,532.50

Gilmore Center/portion of 8000 (11%)			
Admin Assist II REG	96.69	172	16,592.00
Admin Assist II PT	77.84	232.54	18,100.91
Admin Assist I PT	88.36	259.38	22,918.82
Rec Supervisor	128.44	105.248	13,518.05
sub-total			71,129.79
8000 services & supplies	11%	144,750	15,922.50
TOTAL			87,052.29

County Rent	
TOTAL	30,460.00

ANNUAL REVENUES		18,024.26
ANNUAL COSTS		558,044.79
Recovery Policy	0%-30%	3%

** Services: landscape, security, janitorial, HVAC, utilities

EL DORADO HILLS
COMMUNITY SERVICES DISTRICT

AGENDA REPORT

To: Recreation and Volunteer Committee

From: Kevin A. Loewen, General Manager

Prepared By: Jill Ritzman, Recreation Director

Meeting Date: February 15, 2017

Report Date: February 8, 2017

Subject: Receive and File the Adaptive Recreation Program Plan

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Recommendation:

- Receive and file the Adaptive Recreation Program Plan
- Discuss and provide input to staff regarding menu of implementation options

Background:

The El Dorado Hills Community Services District (District) Board of Directors approved a $5,000 allocation to hire a Therapeutic Recreation professional to assist the District in researching recreation programming needs of youth with special needs or disabilities and their families. Gwen Burkett, a graduate student at California State University Chico, and a Therapeutic Recreation professional, started work for the District in August 2016.

In October 2016, staff presented to this Committee the results of community outreach efforts made on this project. Based on interviews with El Dorado County Office of Education, Alta Regional Center, and others, staff determined approximately 80 families live in El Dorado Hills who have children with special needs. In November and December 2016, a survey was released to solicit more information about these youth, their families and their recreation and leisure needs.

Discussion:

The Adaptive Recreation Program Plan contains information about:

- Therapeutic (also known as Adaptive) Recreation – what it is; about the professionals; who is served; and benefits of such programming.
- Results of the needs assessment.
- Types of adaptive recreation – mainstreaming and specialized programming.
- Community resources.
- Staff training modules.

Next Steps:

Staff is meeting and conferring to formulate a proposal for consideration during the upcoming Fiscal Year 2017-18 budget process. Any such proposals will be vetted by Committee and the General Manager prior to a request being made within the Budget. The initial menu of options includes:

- Develop a formalized process to assess the individual needs of a disabled youth and how/if the youth can be mainstreamed into existing programs;
- Provide in-depth training with staff to expand their knowledge and skills to better meet the needs of youth with disabilities;
- Investigate whether or not facility changes are necessary to better meet the needs of families with disabled children, such as adaptive play structures;
- Investigate opportunities for funding with Alta Regional; write program proposals for consideration;
- Define a scope of work specific to the District for a certified Therapeutic Recreation professional that could cross all program areas – sports, youth development, enrichment classes, senior programs and aquatics;
- Develop program plans for activities that would be held exclusively for school age children with disabilities and special needs;
- Investigate opportunities with neighboring park and recreation agencies for partnerships;
- Discuss partnership opportunities and framework with existing contract instructors to provide adaptive recreation;
- Formulate a community outreach plan to promote new adaptive programs.

Staff will be attending California Park and Recreation Society conference in Sacramento later this month. There will be opportunities during the conference to network with other organizations that provide adaptive recreation programs, which will assist staff in formulating recommendations and a proposed plan for El Dorado Hills Community Services District.

Financial Impacts:

Staff will develop a proposal that will be vetted by the Committee prior to making a request for consideration during the upcoming Fiscal Year 2017-18 budget process.

Attachments:

Adaptive Recreation Program Plan

El Dorado Hills
COMMUNITY SERVICES DISTRICT

ADAPTIVE RECREATION PROGRAM PLAN

1/1/2017

El Dorado Hills Community Services District

The Adaptive Recreation Program Plan is not a final product but a guide for the provision of recreation and leisure services to advance the overall mission and vision of the District.

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Adaptive Recreation Program Plan

EL DORADO HILLS COMMUNITY SERVICES DISTRICT

EXECUTIVE SUMMARY

The El Dorado Hills Community Services District (District) serves a densely developed suburban population located east of the Sacramento County Line. The District's boundary encompasses approximately 28 square miles and serves the most populated community in El Dorado County. The District owns and manages over 294 acres of land including 138 acres of parks and 127 acres of open space. The District provides recreational opportunities for its residents including aquatic programs, adult programs, adult sports, adult fitness programs, preschool programs, senior programs, youth programs, youth sports, teen school year programs, and a KydZonE after school program.

In the community of El Dorado Hills, a need has arisen that is not being adequately serviced. Research has found a large population of youth in the area with special needs and no appropriate recreation programs for them to participate in. The purpose of this Adaptive Recreation Program Plan is to document the unmet needs of El Dorado Hills' families who have children with special needs and how to respond. It serves in unison with the District Park and Recreation Facilities Master Plan. The Adaptive Recreation Program Plan will guide the delivery of excellent adaptive activities, programs, and services that will contribute to community prosperity and an improved quality of life for residents of El Dorado Hills.

The Adaptive Recreation Program Plan will include a brief introduction on therapeutic recreation and its benefits along with a summary of the District's master plan and framework. The needs assessment section provides qualitative and quantitative data from local interviews and survey results. In the program description, the target market is detailed along with varying activities and their needed adaptations for youth with special needs. The following section provides suggestions on how to begin the implementation process of an adaptive recreation program. The proposal ends with a suggested training program on working with kids with special needs. This training is geared towards staff and volunteers at the District as they begin to serve more youth with special needs.

INTRODUCTION

INTRODUCTION

Background

Therapeutic Recreation (TR) is a process that utilizes recreation and other activity-based interventions to address the needs of individuals with illnesses and/or disabling conditions, as a means to psychological and physical health, recovery and well-being. TR can be achieved in mainstream programs and separate programming in clinical settings and community-based settings. TR serves people of all ages and abilities: newborns, school-age, teens, adults, and seniors. Many programs focus on one age group at a time. Activities can be led in group, one-on-one, and family-based settings. Many people can gain from TR. Though TR focuses on those with disabilities, many programs also include the families of those with disabilities. Some disabilities that are commonly seen in TR are physical disabilities, developmental disabilities, cognitive disabilities, mood disorders, and personality disorders (see appendix A). Throughout this proposal the term adaptive recreation will also be used. Adaptive recreation is when any type of recreational activity is altered in some way to be made more accessible to those who have a disability, disorder, or impairment.

Therapeutic Recreation professionals include many different accredited people. Many people in the medical and recreation field perform some form of TR on a regular basis. Those whose careers are in TR are generally considered Certified Therapeutic Recreation Specialists (CTRS). After receiving a bachelor of science in therapeutic recreation, a person must successfully complete the National Council for Therapeutic Recreation Certificate (NCTRC) certification exam to finalize the credentialing process.

Benefits of Adaptive Recreation

- Improved cognitive skills
  - Following directions, communication, interpersonal skills, decision making, attention span, self-expression, memory skills, awareness
- Improved physical skills
  - Fine/gross motor skills, endurance, range of motion, hand/eye coordination, body awareness, strength and flexibility, appetite, sleep
- Improved emotional well-being
  - Socialization, motivation, creative expression, self-esteem, confidence, stress management skills; decreased depression, boredom, helplessness
- Decrease in behavioral problems
  - Wandering, agitation, anxiety, repetitive motions, yelling and screaming, abusive behavior, use of physical and chemical restraints

The District's Park and Recreation Facilities Master Plan

Service Provision Strategies: Recreation Programs

DEVELOP A MARKETING AND PUBLIC REALTIONS PLAN TO PROMOTE RECRATION PROGRAMS

- Continue providing information about accessibility for people with disabilities in all marketing materials and provide outreach to inform people with disabilities about recreation opportunities.

EXPAND THE DISTRICT'S REACH TO SERVE RESIDENTS WHO AREN'T USING PROGRAMS TODAY

- Maintain and enhance the District's scholarships and other mechanisms to support recreation access for low income residents
- Monitor new trends in recreation programming, such as adult sports leagues that cater to the El Dorado Hills population.

CONTINUE WITH CURRENT PROGRAMMING DIRECTIONS THAT PROVIDE OPTIONS FOR ALL AGES AND VARIED INTERESTS, WITH A FOCUS ON DESIGNING PROGRAMS TO DELIVER THE OUTCOMES MOST VALUED BY RESIDENTS:

- Fun and entertainment
- Exercise, health, and fitness
- Family-oriented events and programs

The District Framework

Mission Statement

"Enhance the quality of life for El Dorado Hills Residents through innovative, responsible leadership and by providing superior services and facilities."

Vision & Goals

- Promote health and wellness
- Develop community partnerships
- Preserve natural resources
- Develop and maintain diverse park and recreation facilities and program opportunities
- Maintain financial stability

Core Values

- Integrity

- Excellence
- Customer Service
- People
- Sustainability

Our foundation is based on uncompromising Integrity- We are committed to conduct our business in an ethical and professional manner, in compliance with applicable laws regulations and codes; so we are correctly perceived to be an ethical and professional organization of dedicated and competent individuals of the highest integrity and credibility, producing quality, value added services that contribute significantly to the needs of our customers and community.

Americans with Disabilities Act, Title II

This act requires that state and local governments give people with disabilities an equal opportunity to benefit from all of their programs, services, and activities (e.g. public education, employment, transportation, recreation, health care, social services, courts, voting, and town meetings). Currently, District Recreation staff mainstream participants with special needs and disabilities into existing programs.

Resource: Findlaw.com

NEEDS ASSESSMENT

NEEDS ASSESSMENT

Interviews

In the fall of 2016, a series of interviews were held with local recreation and leisure organizations known to provide adaptive services in the past along with additional support agencies. A list of was composed with details of the services they provide and their contact information. This list is provided in Appendix B. A summary of the findings from those interviews follows:

- Alta Regional Center serves 1,000 clients with developmental disabilities over the age of three in El Dorado County
- The District could receive state funding from Alta if programs teach independence and life skills such as cooking, health, and hygiene
- Little League baseball provides a Challenger league to El Dorado Hills and surrounding towns
- El Dorado County Office of Education (EDCOE) provide educational services to 1,000 children, age birth to 22 years, with developmental and physical disabilities
- Number of children with disabilities is probably twice the number EDCOE is serving due to many in homeschool or mainstreamed into classrooms
- EDCOE estimates 80 youth with moderate to severe disabilities live in El Dorado Hills.
- El Dorado Dance Academy has had approx. 6 youth with disabilities participate in classes over last ten years but have never had a specialized program; no current participants
- Mother Lode Rehabilitation Enterprises (MORE) provides services such as work, life skills classes, creative arts classes, "classics" day program, and a program for those on the Autism spectrum for adults with disabilities
- Special Moms of Special Kids is a support group for parents of kids with special needs; there are 100 people on email list and 53 members on Facebook; most kids are under the age of 10
- Program focus should be on helping kids build relationships with other kids
- Activities need to be highly structured with sensory activities incorporated regularly

Adaptive Recreation Program Survey

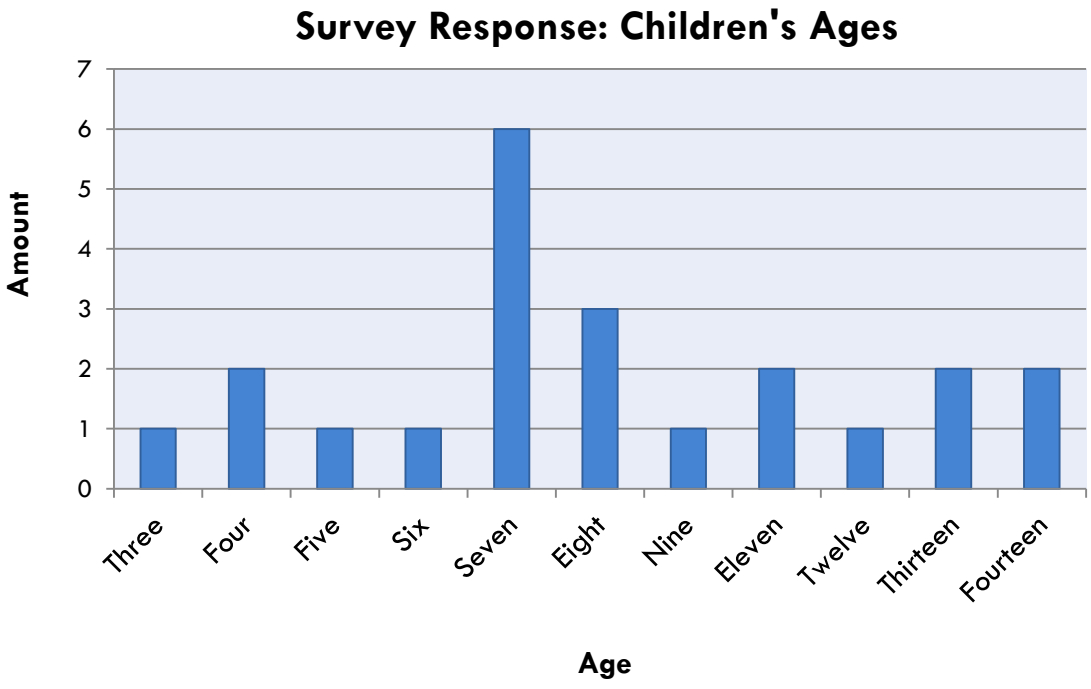
A survey was conducted from November 16 to December 14, 2016. It was designed to collect recreation-related information from members of the El Dorado Hills community who have children with disabilities. The intention and purpose of the Leisure Interest Survey was to:

- Identify recreational activities that children participate in outside of school
- Identify if children have participated in structured recreational programs/organizations before
- Identify if parents believe their child would benefit from an adaptive recreational program
- Identify why children are not participating in other community adaptive recreation programs
- Identify preferred recreational activities

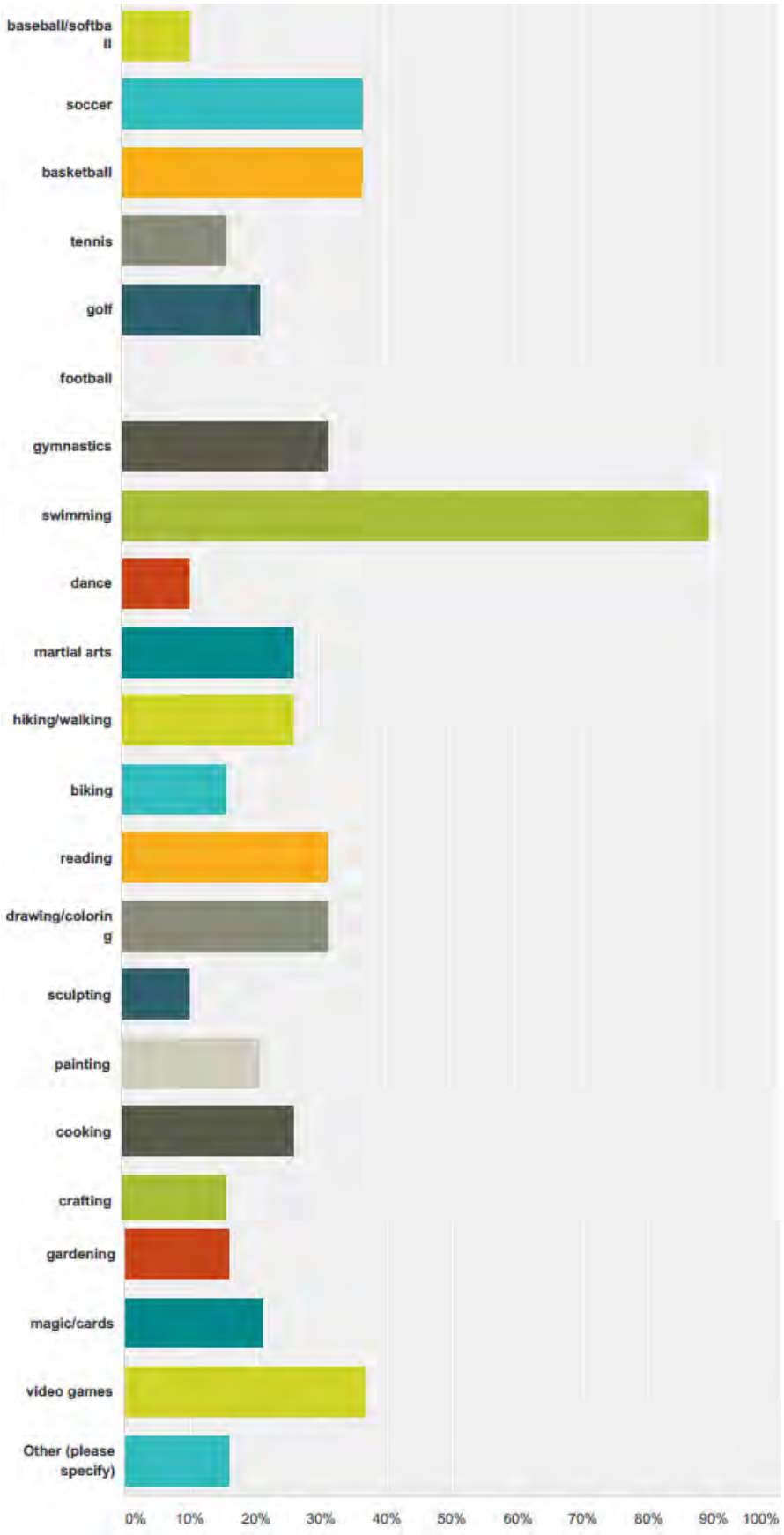
The survey link was posted on the Alta California Regional Center website and was forwarded to members of a local support group called Special Moms of Special Kids. The survey yielded 19 responses, 18 of which have children in the El Dorado Hills community with special needs. One respondent utilizes El Dorado Hills' resources but does not live within its boundaries. Data below is based off of all 19 survey responses received which represent approximately 24% of the youth in El Dorado Hills with special needs.

Survey Responses

1. HOW OLD IS YOUR CHILD?



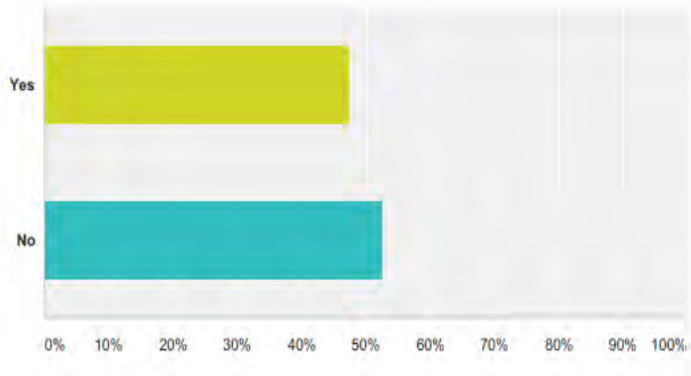
Nineteen of the twenty-two children in this survey meet our program age requirement (5-17 years).



2. WHAT RECREATIONAL ACTIVITIES DOES YOUR CHILD PARTICIPATE IN OUTSIDE OF SCHOOL?

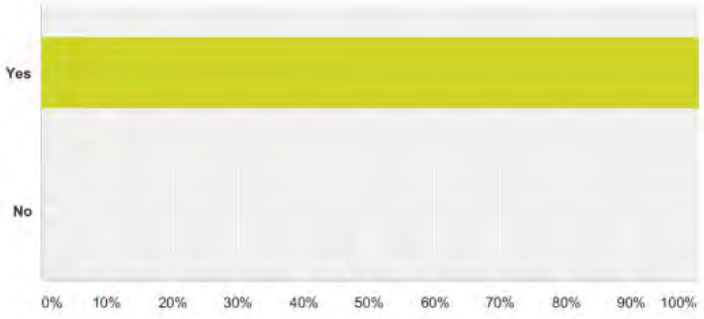
This graph shows all of the different recreational activities the children of the survey do in their free time. These activities are done without the aid of an organization and are not structured events. This graph can be used to see what children in the El Dorado Hills community are interested in. The District can use this research to enhance the current services they provide.

3. HAS YOUR CHILD PARTICIPATED IN ANY STRUCTURED ADAPTIVE RECREATIONAL PROGRAMS/ORGANIZATIONS IN YOUR COMMUNITY? WHY?

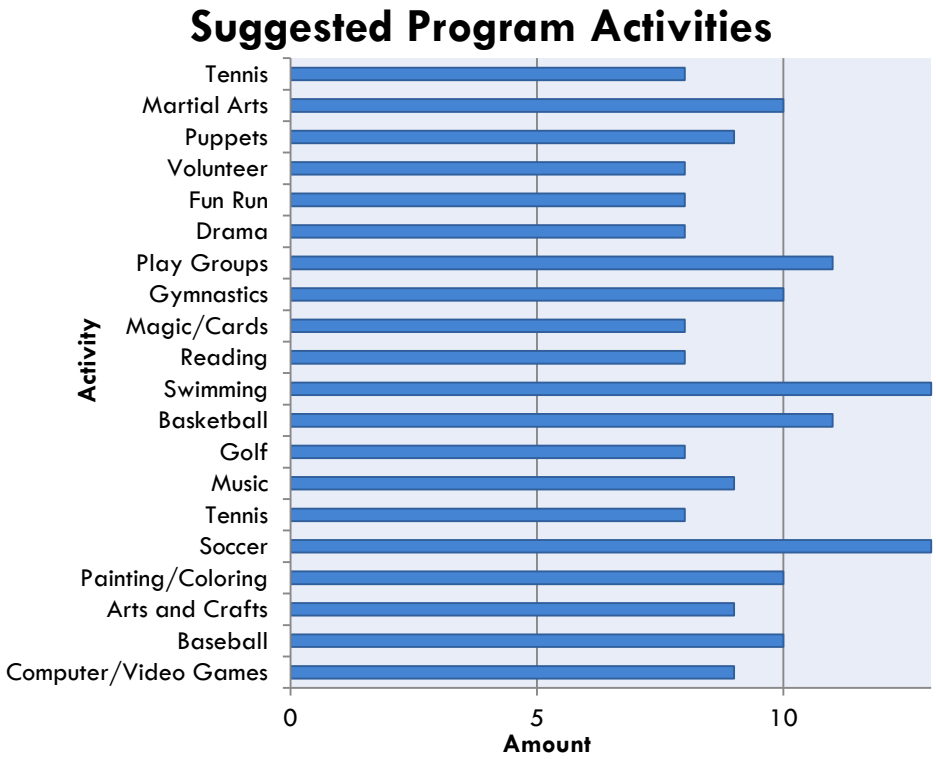


Our results show that 47% of the respondents have children who have participated in organizational activities while the other 53% have not. Of those who have never been enrolled, over 50% stated that they did not believe any were available to them. Of those who have participated in organizational programs, 33% stated that these programs were out of town due to the lack of services in the area.

4. WOULD YOUR CHILD BENEFIT FROM AN ADAPTIVE PROGRAM THAT PROVIDES A VARIETY OF RECREATIONAL OPPORTUNITIES?



Our results show that 100% of the survey respondents think their child would benefit from an adaptive recreational program in the El Dorado Hills community. In the comment box attached to this question, parents informed us that their children would love to play with other kids but that it is difficult for them to keep up with typical children and that they require extra patience and understanding.



5. WHAT TYPES OF RECREATIONAL PROGRAM ACTIVITIES DO YOU WISH WERE AVAILABLE TO YOUR CHILD?

Here we can see all the different types of adaptive recreational activities the respondents in the El Dorado Hills community would like to see provided by the District. The most recommended activities are swimming and soccer, closely followed by basketball and free-play play groups.

"For a child with delayed social skills, every opportunity to get that child in a social situation where they can play and learn and improve their skills in a social yet structured setting is invaluable. Unfortunately, we don't have many opportunities in our community for our special needs kids to participate in such a setting"

– Survey Respondent

Current Program Participation

There are currently four kids mainstreamed in the District's after-school programs who are noted as having a disability or behavioral issues. This does not include the handful of children who need more one-on-one time with a leader but do not have behavioral special needs formally documented. The summer camp roster currently shows several youth mainstreamed into the program: three youth with physical disabilities/conditions, three youth with developmental disabilities/conditions, and eight youth with behavioral conditions/issues.

PROGRAM DESCRIPTION

PROGRAM DESCRIPTION

Target Market

Target markets can be defined as a specific market segment or population group to which a particular service, program, or facility is marketed. Currently the target market includes all youth between the ages of five and eighteen, in the El Dorado Hills community. This new adaptive recreation program will add on to the current target market and expand it to emphasize youth with physical, cognitive, and behavioral disorders and issues.

Goals

Target Market Outcomes

Through the District's recreation programs, youth in the El Dorado Hills community will:

- Develop and/or improve health, motor and social skills
- Provide opportunities to be successful
- Improve self-esteem and self-worth
- Encourage creativity through art and performance
- Encourage situations that enhance decision making skills
- Teach independence and life skills
- Create an environment that reduces loneliness and isolation
- Provide safe after-school developmental opportunities
- Offer productive alternatives that reduce self-destructive / anti-social behavior

Program Goals

- Goal: Ensure Quality Recreation Programs that are Responsive to Community Needs
    - Socialization
    - Safety
    - Team Building
    - Current, Creative, Innovative Programs
    - Skill Development

- Goal: Create Healthy Communities
    - Health & Wellness
    - Life Sports
    - Life Long Learning
    - Active Living
    - Community Building/Sense of Community
- Goal: Ensure the Equitable Provision of Program Opportunities
    - Accessible Park & Recreation Facilities
    - Provide Comparable Menu of Program Opportunities
    - Equal Results of Participation (Outcomes)

The primary goal of the adaptive recreation program is to improve the program that is already in place, extend available resources, address future recreation needs, make the District's facilities available to all residents, and improve access and availability to recreation facilities, programs, and services that are otherwise too costly, far away, or not available at all.

Where physical resources lack, the District should consider all opportunities to collaborate and partner with outside providers to complement existing recreation and leisure opportunities. More research should be done on how collaboration could exist. Some local organizations have already showed interest in becoming programming partners, including El Dorado Dance Academy and El Dorado Hills Martial Arts.

Adaptive Recreation Program Structure

The Adaptive Recreation Program will likely start out with a small group of youth until everyone in the target market has become aware of the program. To stay within budget while participation levels are growing, it would be best to ease the program in. This requires the hiring of a Certified Therapeutic Recreation Specialist (CTRS) to run the program and training for all staff members. The adaptive recreation program should run during the same hours as the after school program for one day a week to start. During these hours, two to three structured activities will be held along with providing an "oasis" sensory area for children who are over stimulated. If staffing is available, a one-on-one staff for children who show they are capable to mainstream into the standard after school program can be assigned.

Program Staffing

- At least one CTRS needs to head the program and manage specialists
- Recreation specialists lead activities and manage leaders
- Recreation leaders support specialists in leading activities (1:1 ratio is best, never more than 1:4)

- Volunteers are a great resource for this position if allowed

Adaptive Recreation Program Activities

Each of these activities must be extremely organized and structured for this group of children. Due to the range in target market, it will be helpful to break a large group up by ability level so that varying limitations do not inhibit the others' growth. Each child is very unique and game rules will need to be adapted accordingly. All games should be non-competitive; everyone is a winner. For example, a game that involves a lot of yelling may need to add a volume rule for a child who has sound sensitivity; tennis game rules state that a standing player is allotted one bounce before they must hit the ball with the racket but those in a wheelchair are allowed two bounces. The whole group can participate in one activity together or there can be several activities set up and small groups can rotate through them. Activities can be based on a 1-hour segment but be prepared with more activities in your back pocket in case the activity does not resonate with the group or they lose interest faster than expected. Always have 3-5 extra activities ready on the side, besides what is scheduled, as a safety net. Below is a list of suggested activities and their descriptions.

Instructional Activities

- Arts and Crafts
  - ***Adaptation/Instruction***

    A huge goal here is letting the kids do activities on their own. This is an activity where kids can express their unique creativity. Explain the activity and show a finished product at the beginning. Then go through the steps of the activity slowly, letting the majority of the children follow along. There may be some stragglers which can be aided by a one-on-one staff member to move along at their own slightly slower pace. If a child asks for help then aid them in what they are asking for but do not do things for them. Arts and crafts are a great way to work on independence skills and we do not want to take away from their work. If their disability does not allow them to do the activity, find a way for them to participate to the best of their ability, provide them with a one-on-one aid that can help them do the activity, or provide them with an alternative arts and crafts project that they *can* do.

    - Modeling with clay or dough
    - Scented markers add an extra level to the experience of drawing for all kids, especially those who are hearing impaired
    - Finger paint is a perfect tactile material for these kids
      - Always have brushes available as well for children with texture sensitivities
    - Weaving and threading are great for kids who need help with their fine motor movements

- This could include weaving strips of colored paper together or stringing beads

- Painting tools:
  - Sponges, brushes, stamps, nature stamps (leaves, rocks, etc.), popsicle sticks
- Tissue paper animals or collages
- Spray paint murals with squirt bottles
- Crayon resist artwork (provide stencils)
- Coloring books

- Cooking
  - ***Adaptation/Instruction***

    Food allergies are everywhere! Make sure the health history of all participants is known before allowing any children near this area. To be safe it would be best to make the cooking area a nut-free zone. Cooking is a great activity to grow independence skills and have fun eating the final result. Plan dish ahead of time and have all ingredients at the ready (may even want to pre-measure out). Kids should wash hands ahead of time, wear gloves, and watched closely. Many children will lick fingers, tough face or hair, and a number of other things so they should be monitored and if anything unsanitary happens, have a leader pull them aside and explain why they cannot do what they did, have them wash their hands, and provide them with new gloves so they can join back in. A check system should be in place if there are any children who are "repeat offenders." So that no child feels left out, it is good to have them circle up around a table and let each child add an ingredient into the bowl. They can each take turns mixing and prepping the dish as well. No child should handle any knives or sharp objects during these activities. Children can also practice independent living skills by helping clean up after the activity.

    - Fun food prep that does not require baking
      - Chex mix
      - Rice Krispy treats
      - Tuna/chicken salad
      - Barbeque shredded chicken sandwiches
      - Guacamole or salsa and chips
      - Chocolate or banana pudding

- Dancing
  - ***Adaptation/Instruction***

    Dances that are simple, interactive, and repetitive are best for children in general but also great for those with disabilities. For this to be considered instructional, a leader must choreograph simple dances to a few songs with water breaks in-between. Some children may prefer free dance while others will enjoy learning dance moves. Each dance should have one or two leaders in the front of the group showing the kids the different dance moves and having them follow along. Other leaders can be dispersed throughout the group to dance alongside them. Each move should be taught separately and then slowly added together with the music. Many kids with Autism and Down's syndrome find spinning to be comforting.

    - Provide silly songs and appropriate mainstream songs that kids like to dance and sing to
    - Songs that include dance instructions are easy to go along with (hokey pokey, etc.)
    - Ribbon dancing
    - Spinning in circles
    - Freeze dance
    - Basic moves
      - Upper Body: clap, shake, roll, swing, shoulder roll/shake
      - Lower Body: squat, jump, knee lift, toe tap, tippy toes, slide
      - Core: bend, twist
      - Head: nod, tilt, look, bob
- Drama (http://www.bbbpress.com/dramagames/)
  - ***Adaptation/Instruction***

    Drama activities will need to be taken with ease. A lot of children with special needs have difficulty with collecting their thoughts, shyness, and physical touch. Ice breaker games will be very helpful at the beginning of each session. Drama will take an incredible amount of patience. Rushing through activities can stress a child and make them shut down or act out. Making everyone feel comfortable, heard, and appreciated is important. Take the time to let everyone speak and do the activity and give them the option to pass if they would like a little more time or do not feel comfortable participating at the moment. Leaders should participate in the activities and not just oversee. Leader participation will make the child more comfortable and

see that it is ok to be silly. Avoid any activities that involve physical contact with one another until the group seems at ease and comfortable with one another. It is likely that this level of comfort is never achieved and activities will need to remain without physical interaction.

- Warm Ups
  - Tongue twisters
  - Introductions and applause
  - Zip Zap Zop
  - Pass the sound
  - Toilet paper icebreaker
- Ensemble Building
  - One word story
  - Wizards, Giants, Goblins
  - String Shapes
- Focus
  - Mirror Activity
  - Who's the leader?
- Improvisation
  - Emotion party
  - A night at the Oscars
  - Questions

Gaming/Technology

- ***Adaptation/Instruction***

  All games will need to have instructions simply and clearly explained to participants. Computer lessons are better led with small groups with a leader taking them step by step through the different internet activities. Once they have followed along through the basic steps, allow them free rein to create whatever masterpiece they can come up with. Leaders should oversee computer use to make sure they are being used appropriately.

  - Wii sports and games

- Board games
- Card games
- Computer lessons
  - How to use a keyboard and Microsoft Office
  - Internet activities
    - Photo editing
      - www.bighugelabs.com
      - MAGIX FunPix Maker
    - Music makers
      - www.incredibox.com
    - Artwork
      - Art Detective (kids.tate.org.uk)
      - Jackson Pollock (jacksonpollock.org)
      - Picassahead (www.picassahead.com)

- Gardening
  - ***Adaptation/Instruction***

    Gardening transforms dependents into caretakers and empowers them to care for another living thing. Garden tools with thicker handles, raised plant beds, sound paths with wind chimes (for visually impaired), and large pots aid in making gardening a little more accessible. Garden work can involve art pieces to decorate a garden or grow plants in one. Lessons can be taught along the way about the care of plants. Some children with texture sensitivities may wish to wear gloves or utilize tools rather than place their hands in the dirt. Others who do not have strong motor control can be asked if they would like assistance and can be guided (e.g. a hand can be held to help someone push their finger into the earth to form a hole to place a seed in).

    - Decorate a pot
    - Plant flowers and vegetables
    - Create community garden to watch plants grow, maintain soil, and use food after
    - Mosaic garden stepping stones
    - Garden ornaments

- Milk carton planter boxes
- Bird feeders
- Plastic water bottle hanging tomato planter
- Egg carton greenhouse
- Garden in a glove

Free Play Activities

- Music
  - ***Adaptation/Instruction***

    Many children have noise sensitivities. Be aware of the children in the large group and separate into smaller groups if some children are showing discomfort with the noise level.

    - Make musical instruments or any object that can make noise and have fun!
    - Teach beats and working together to take many sounds and turn them into one

- Sensory Area
  - ***Adaptation/Instruction***

    This area can be considered an "oasis" or "chill-out" area and is great for children on the Autism spectrum or with behavior issues. A small sensory area should always be provided in a secluded area. This area should always include in a dark room and at least one to two of the sensory stimulators below. These sensory objects can be placed in tubs or a sensory table. Dry and wet sensory stimulators should be kept separate from one another (e.g. raw bean bin separate from the water play bin). The dark room is extremely important. Many special needs children need a private space to calm themselves down and this room gives them that separation. The sensory area can be used as a free play activity station for the whole group or just as a place for kids to relax and collect themselves before joining the group elsewhere. This program is meant to promote recreation and socialization with other kids so if the child is having difficulty in the large group, offer them a time limit in the sensory area (e.g. 5 minutes) and then bring them back to the large group. If they are continually having problems then they can extend their time in the sensory area. No child should be in the sensory area unaccompanied. The list below provides just some examples. There are many substances that can feel interesting for a child to run their hands through. Small toys can also be placed in the bins to play with in the substances (e.g. plastic fish in the water bin or plastic crabs in the sand).

- Floam (by Play Vision)
- Water Beads
- Kinetic Sand
- Sand
- Water
- Beans
- Confetti
- Flour
- Ooblec (cornstarch and water)
- Dark room
- Mellow Time

- ***Adaptation/Instruction***

  These activities can be set on the side much like the sensory area for children who would like a little more quiet alone time. These are all simple activities that can be set aside for any time a child would like to step away from the large group. Socialization is very important so these options should be offered as a last resort if the child is adamant about not joining the group activities.

  - Reading
    - Provide a wide variety of reading levels. It is typical for a child with special needs to read at a different level than their peers
  - Magic/Cards
  - Painting & Coloring

- Other
  - Air or foam filed balls
  - Hula hoops
  - Cars and tracks
  - Building blocks
  - Giant parachute

Athletics

- ***Adaptation/Instruction***

  Working together in a group for team sports is a difficult concept for many kids. They will need to be eased into the concept by first learning the basics of the activity itself, then working on the basics with one other team member, and then finally coming together with the whole group. All activities need to be structured and thought through before implementation. Go slow and provide small drills to not overwhelm them. Kids will not be able to focus in large groups over ten. Break into small groups and make sure group is all looking at leader when describing the drill/activity. Lessons on safety and how to handle equipment should be taught before anything else. Focus on the fun of the sport and not the competition. Athletics are healthy and fun! Lots of positivity, cheering, and high-fives are needed here.

- Health/Fitness
  - Water Aerobics
  - Swim Lessons (individual/adapted)
  - Zumba
  - Stretch circle
  - Yoga
  - Meditation/relaxation
  - Calisthenics
  - Jump Rope
- SportsGolf
  - Swimming
  - Hula Hoop
  - Soccer
  - Power Soccer
  - Wheelchair Rugby
  - T-ball
  - Tennis
  - Basketball

- Martial Arts
- Gymnastics/Tumbling
- Frisbee
- Relay Races
- Kickball
- Corn Hole
- Badminton
- Pickle Ball

Other Activities

- Trips/Excursions
  - ***Adaptation/Instruction***

    Organized community outings are a great way for children with special needs to recreate and experience a wider variety of activities in a safe and controlled setting. These excursions are also great for community members to get used to how a person with special needs functions. These outings will help integrate those with special needs into the community more easily. Above all trips and excursions allow youth with special needs to recreate in a new and exciting place in a safe way. With any youth outing, special needs or not, staffing will need to be on the heavier side and every child should be assessed ahead of time to decide if a particular outing is the best choice for them at the moment. A child should show that they know how to respect others and property that is not their own and prove that they can listen to rules and respond to leaders.

    - Community Gardens (www.eldoradohillscsd.org/parks-facilities/park-locator.html)
    - Wheelchair Accessible Trails (www.traillink.com/trailsearch.aspx?state=CA&activities=WHEEL)
      - Johnny Cash- Folsom Prison Blues Trail
      - Oak Parkway Trail
      - Humbug-Willow Creek Trail
      - American River Bike Trail (Jedediah Smith Memorial Trail)
      - Lake Natoma Trail

- Sunrise Bikeway

- Easy Walking/Hiking Trails
  - Darrington Trail (Sweetwater Basin Wildlife Area)
  - Browns Ravine South Shore Trail (Folsom Lake State Recreation Area)
- Skate Park
- Batting Cage
- Dog Park
- Library
- El Dorado Hills Farmer's Market
- El Dorado Historical Museum

- Events
  - ***Adaptation/Instruction***
    - Depending on the event, the adaptations and instructions can be found under their respective topics. Overall events tend to be larger in space and population than regular programs so plan accordingly. A lot of people in one area may become over stimulating for many children with special needs so break up the space into varying sections so they can move from one place to another if where they are becomes too overwhelming. Larger events will also need more staff and volunteers overseeing the area. This is a great time to get community and family members involved with the District and with the children.
      - Social Dance
      - Picnic in the Park
      - Holiday Parties
      - Fun Run

Mainstream Program Structure

All-staff training is needed for this portion of the program. Mainstreaming a child involves a child with special needs being incorporated into the standard recreation program. There are three main ways that a child with special needs can be involved in a recreation program. The first is solo mainstreaming. Many children with special needs are high functioning and prefer to take part in the standard after school program without the accompaniment of an aid. On the other end of the spectrum is the children who

prefer to stay in the adaptive recreation program where they are surrounded solely by other children with special needs. The third style is accompanied mainstreaming. This is when a child with special needs participates in the standard after school program but is joined by a one-on-one aide. These children are generally not as high functioning and need either physical assistance, help with emotional control, or help with mental processing. These aids can be personal caregivers or a District staff member. Children in this category will need to be assessed by the CTRS to see if they believe it will be a good fit for them. Some children may be too disruptive to be mainstreamed and will better benefit from the adaptive program. The key to mainstreaming is to aid when assistance is needed and otherwise give the child space to interact with their peers without a barrier. An aid in the mainstream program should not hover but keep an eye on the child from a comfortable distance unless asked to remain close. Their job is to be present in case they are needed and a friend if they are lonely. Due to this role being one-on-one, it is very important for the aid to establish rapport with the child. If the child does not trust or respect the aid they will not listen to them if an issue arises.

Working with Disabilities: Tips for Instruction

- Always focus on the positive and not on the concepts not yet mastered
- You have all the time in the world. Be patient!
- Remember at all times that special needs children do not misbehave on purpose
    - They may experience difficulty carrying out a task because they have too much energy or because they simply feel frustrated and cannot focus on the task at hand
- Keep a record of their achievements. Staff will then be able to recall events and experiences that will keep the child's attention and which activities did not
- Do not overdo the rules. Flexibility is the rule
- Take a lot of deep breaths
- Be fair and honest
- Give detailed explanations of activities beforehand
- Provide a visual schedule for children on the spectrum to help them with transition
- Provide varying adaptions to the same activity so each child can participate and feel accomplished
- Always have a sensory area available for youth with visual impairments, limited fine motor control, and difficulty with emotion regulation
    - Clay or dough, textured paper, bins of varying substances- raw beans, water beads, confetti

- Have lots of large sheets of paper for larger hand and arm movements
- Small dance breaks are always a great way to have a little fun and can ease tension from rough transitions
- Building objects is a great way for children to feel they have accomplished something
- Children with Downs Syndrome and young kids with Autism generally respond well to music
- When discussing something important (e.g. going to the sensory area for a needed break from group), make eye contact when speaking to the child and ask them to repeat what is said
- Provide time warnings when it is getting close to a transition time (2, 5, and 10 minutes left)
- Use a noise or announcement that stays the same for every transition time. Youth with Autism like and/or need consistency and reoccurring patterns.
- Normalcy is the goal! These children are just like any other! Make them feel loved and accepted and show them how to have fun!

IMPLEMENTATION

Provide Programs that are Responsive to Community Needs

Identify Community Recreation Needs

- Identify community needs through
  - Leisure interest surveys
  - Community organization interviews
- Provide programs that reflect the needs of neighborhood
- Increase the number of people who use facilities and programs

Provide Quality Recreation Programs

- Design quality programs based on user needs and desired outcomes
- Provide quality programs
  - Across all age and population groups
  - That serve people of different cultural backgrounds
  - That serve people with different ability levels
  - At various times, days, and seasons
  - Through various programming formats

Provide Affordable Programs, Services and Events

- Provide affordable recreation programs and services
- Identify grant funding to subsidize activity costs
- Support/subsidize disadvantaged participants through scholarship funds
- Periodically assess programs to identify and address barriers related to cost

Provide Current, Creative and Innovative Programs

- Identify emerging trends and demographic changes through:
  - Surveys
  - Questionnaires
  - Needs assessments
- Implement a system to track sports, recreation and leisure trends
- Implement a system to track partner and competitor service delivery

- Establish a reliable system to track and report participation
- Establish participation and cost recovery goals for all programs

Improve Skill Development through Programs

- Provide programs that develop and improve skills

Create Healthy Communities

Foster a Community Culture that Promotes Health & Wellness

- Provide a variety of programs that promotes health and wellness
- Develop health and wellness programs and services for all ages that promote healthy lifestyles such as physical fitness and nutritional education
    - Across all age and population groups
    - That serve people of different cultural backgrounds
    - That serve people with different ability levels
    - At various times, days, and seasons
    - Through varied programming formats
- Support programming and scheduling that increase recreational use for people with disabilities
- Encourage youth and teen participation in health and fitness programs

Build a Sense of Community

- Develop marketing strategies to increase public participation and knowledge of activities, programs, facilities and events
- Provide recreation programs that target uninvolved members of the community
- Develop opportunities for volunteers to contribute time and talents to programs

Partnerships

Partnering with other local organizations will be very beneficial. The District staff can utilize their knowledge and resources to provide assistance in many different areas. Some of those areas include facility scheduling and maintenance, fund raising assistance, program planning, and organization. See Appendix B for a list of these local organizations.

TRAINING

TRAINING

Ability Awareness

- 30 min- ½ day
- Learn about and gain participant experience with the most common disabilities that you will come in contact with.
- Through interactive and experiential training, people will learn common interaction and behavior management techniques to foster an environment of inclusion and success for people of all abilities

Person-First Language

- 10 min- 1 hour
- Learn the power of words. People will learn about creating an environment of positive language when speaking with and about individuals with different abilities.
- Teach proper disability etiquette using the Ten Commandments (Appendix C)

Behavior Management

- 30 min- ½ day
- Covers everything from tips & tricks reinforcing appropriate behaviors to ability-specific activities for engagement.
- Learn to utilize motivators and develop esteem-building rewards and consequences targeting specific behaviors.

Disability-Specific Trainings

- 30 min- ½ day
- Learn about specific disabilities that may be encountered in the program.
- Experts on different abilities can present and discuss different learning styles, teaching techniques, and best practices for including individuals in a variety of activities and settings.
- Possible Abilities: physical disabilities, autism spectrum disorders, developmental disabilities traumatic brain injuries, sensory impairments (visual and hard of hearing), and emotional health

Fundamentals of Autism Spectrum Disorder

- 1 hour to ½ day
- Gain foundational skills, knowledge, and confidence to support participants with an ASD in the program.
- Learn to carry out responsibilities while maintaining respect for participants and identify primary and secondary characteristics.

APPENDICES

APPENDIX A

Disabilities and Disorders

Physical disabilities

- May use wheelchair or other mobility aids
- May be accompanied by an attendant for personal care needs
- May walk without assistance but find stairs or other barriers problematic
- May be unable to sit or stand for extended periods of time
- May be taking medication that affects performance or learning
- Examples
    - Spinal cord injury
    - Spina bifida
    - Cerebral palsy
    - Muscular dystrophy

Developmental/Cognitive disabilities

- Is attributable to a mental or physical impairment or a combination of mental and physical impairments
- results in substantial functional limitations in three or more of the following areas of major life activity:
    - self-care
    - receptive and expressive language
    - learning
    - mobility
    - self-direction
    - capacity for independent living
    - economic self-sufficiency
- Examples
    - Autism
    - Attention deficit disorder
    - Traumatic brain injury
    - Down syndrome
    - Intellectual/learning disability

Mood disorders

- Illness marked by changes in mood, thought, energy, and behavior
- Usually begins in late adolescence although it can start in early childhood
- Examples
    - Major depressive disorder
    - Bipolar disorder
    - Seasonal affective disorder

Personality disorders

- Mental disorder in which you have a rigid and unhealthy pattern of thinking, functioning and behaving
- Trouble perceiving and relating to situations and people
- Significant problems and limitations in relationships, social activities, work and school
- Examples
    - Dependent personality disorder
    - Avoidant personality disorder
    - Borderline personality disorder
    - Antisocial personality disorder
    - Schizoid personality disorder

APPENDIX B

EL Dorado Hills Special Needs Community Organizations

Alta Regional Center Sharon Wiggins- Client Services Manager	http://www.altaregional.org/ 530.295.4783
Buckeye Union School District Nicole Schraeder- Director of Special Education	http://www.buckeyeusd.org/sped 530.677.2261 ext. 1011
Challenger Baseball- California District 54 Bob Fogle- District Administrator	http://www.eteamz.com/ca54/ bfogleda@comcast.net
Consumnes Community Services District Bob Roessler- Parks and Recreation Administrator	http://www.yourcsd.com bobroessler@csdparks.com
El Dorado Dance Academy Debi Worth- Owner/ Executive Director	http://www.eldoradodance.com/ info@eldoradodance.com
El Dorado Union High School District Pam Bartlett- Special Education Director	http://www.eduhsd.k12.ca.us/ online form
El Dorado County Office of Education (EDCOE) Amy Anderson- Executive Director	http://edcoe.org/educational-service aanderson@edcoe.org
El Dorado Hills Martial Arts Paul Frampton- Chief Instructor	http://edhma.com/atk-intervention/ edhma120@gmail.com
Guiding Hands School Main Office	http://www.ghandsschool.com/ contact@ghandsschool.com
Mother Lode Rehabilitation Enterprise (MORE) Susie Davies- Executive Director	http://morerehab.org/ 530.622.4848
Rolling Hills Covenant Church Adriana Suyama- Special Needs Coordinator	http://www.rollinghillscovenant.com/ asuyama@rhcc.net
Special Moms of Special Kids Krista Spong- Founder	http://specialmomsofspecialkids.com specialmoms@outlook.com
Special Olympics- Northern California Shirley Surber- El Dorado Director	http://www.sonc.org/ derhundhaus1@gmail.com
Warmline Family Resource Kelly Young- Executive Director	http://www.warmlinefrc.org/ warmline@warmlinefrc.org

APPENDIX C

Ten Commandments of Etiquette for Communicating with People with Disabilities

1. When talking with a person with a disability, speak directly to that person rather than through a companion or sign language interpreter.
2. When introduced to a person with a disability, it is appropriate to offer to shake hands. People with limited hand use or who wear an artificial limb can usually shake hands. (Shaking hands with the left hand is an acceptable greeting.)
3. When meeting a person who is visually impaired, always identify yourself and others who may be with you. When conversing in a group, remember to identify the person to whom you are speaking.
4. If you offer assistance, wait until the offer is accepted. Then listen to or ask for instructions.
5. Treat adults as adults. Address people who have disabilities by their first names only when extending the same familiarity to all others. (Never patronize people who use wheelchairs by patting them on the head or shoulder.)
6. Leaning on or hanging on to a person's wheelchair is similar to leaning on hanging on to a person and is generally considered annoying. The chair is part of the personal body space of the person who uses it.
7. Listen attentively when you're talking with a person who has difficulty speaking. Be patient and wait for the person to finish, rather than correcting or speaking for the person. If necessary, ask short questions that require short answers, a nod or shake of the head. Never pretend to understand if you are having difficulty doing so. Instead, repeat what you have understood and allow the person to respond. The response will clue you in and guide your understanding.
8. When speaking with a person who uses a wheelchair or a person who uses crutches, place yourself at eye level in front of the person to facilitate the conversation.
9. To get the attention of a person who is deaf, tap the person on the shoulder or wave your hand. Look directly at the person and speak clearly, slowly, and expressively to determine if the person can read your lips. Not all people who are deaf can read lips. For those who do lip read, be sensitive to their needs by placing yourself so that you face the light source and keep hands, cigarettes and food away from your mouth when speaking.
10. Relax. Don't be embarrassed if you happen to use accepted, common expressions such as "See you later," or "Did you hear about that?" that seems to relate to a person's disability. Don't be afraid to ask questions when you're unsure of what to do.

Resource: http://ucp.org/resources/disability-etiquette/