



**NORTH COASTAL CONSORTIUM**  
**FOR SPECIAL EDUCATION**

# Community Advisory Committee Priorities Update

March 22, 2023

# CAC Priorities Process

- ➔ Major responsibility of CAC outlined in California Education Code
- ➔ Two meetings each year:
  - ◆ 1. Fall
    - Choose 1-2 goals per district
  - ◆ 2. Spring
    - Share progress by district
    - Give input for next year's report

# Shared progress of goals

## Each team .....

- Shares progress

## Everyone else...

- feel free to show your admiration!



## CAC District Priorities Meeting Worksheet



District Name: \_\_\_\_\_Bonsall Unified School District\_\_\_\_\_

Group members: Ashley Nichols-Parent, Jessica Knust-Lead Secondary Education Specialist, Heidi Miller-Lead Elementary Education Specialist, Dawn Dully-Director of Special Education

### Priority # 1

Goal :	Task(s)/Action(s) needed:	By Whom?	By when?
Goal Area 1.5- Inclusive Education Training	<ul style="list-style-type: none"> <li>• Hold a minimum of 10 Professional Development trainings for Paraprofessionals during the school year</li> <li>• Conduct a minimum of 2 trainings for Site Administrators by our attorney during the school year</li> <li>• Conduct a Differentiated Instruction training at each of our school sites during the school year</li> </ul>	<ul style="list-style-type: none"> <li>• SpEd Staff</li> <li>• Attorney for the District</li> <li>• SpEd Staff</li> </ul>	<div>6/1/23</div> <div>6/1/23</div> <div>6/1/23</div>

# Bonsall Priorities Updates

## Professional Development Goal 1.5 Inclusive Education Training

### Paraprofessionals: Total of 5 Professional Development Opportunities

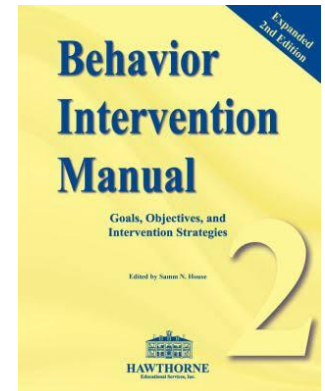
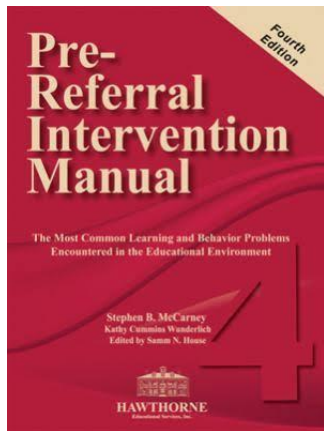
- August 8, 2022 Overview of Special Education
- September 30, 2022 Supporting Challenging Behaviors
- October 28, 2022 IEP 101 for Paraprofessionals
- November 4, 2022 Differentiated Instruction - Inclusion Strategies for ALL Learners
- November 10, 2022 Special Education Best Practices for Classified Staff
- December 2, 2022 Behavior and Trauma Informed Practices
- March 24, 2023 Collaboration and Confidentiality
- April 28, 2023 TBD

### Administration:

- August 5, 2022 Navigating the IEP Process
- November 10, 2022 Legal Update

### General Education Staff:

- Trauma and How to Support Behaviors in the Classroom
- January 3, 2023
- Over 120 staff
  - Gen Ed Teachers Elementary
  - Transportation
  - After School Care Providers
  - Paraprofessionals
  - Purchased these for every grade level



# Bonsall Priorities



## CAC District Priorities Meeting Worksheet

District Name: \_\_\_\_Bonsall Unified School District\_\_\_\_

Group members: Ashley Nichols-Parent, Jessica Knust-Lead Secondary Education Specialist, Heidi Miller-Lead Elementary Education Specialist, Dawn Dully-Director of Special Education

### Priority # 3

Goal :	Task(s)/Action(s) needed:	By Whom?	By when?
Goal Area 3.1- Self-Advocacy	<p><b>Elementary:</b></p> <ul style="list-style-type: none"> <li>80% of all Elementary Students will complete a Present Levels of Performance input page prior to their Annual/Triennial Review to include their voices in the IEP document.</li> <li>Lead Teacher will share Growth Mindset activities <u>will</u> all Education Specialists in the District.</li> </ul> <p><b>Secondary:</b></p> <ul style="list-style-type: none"> <li>80% of all students aged 16 or older will attend their IEPs for at least the Transition Portion of the meeting.</li> <li>During Symposium instruction at the High School, the Education Specialists will include time to discuss transition planning topics with their class.</li> </ul>	<ul style="list-style-type: none"> <li>SpEd Staff</li> <li>SpEd Staff</li> <li>SpEd Staff</li> <li>SpEd Staff</li> </ul>	<p>6/1/23</p> <p>6/1/23</p> <p>6/1/23</p> <p>6/1/23</p>

# Bonsall Priorities Updates

## Professional Development

### Goal 3.1 Self Advocacy

#### Elementary Staff:

- Teachers are using the following to receive input for Present Levels
  - Student Questionnaire or Student Interview
  - Students reflect on their learning, share outside interests, become aware of the IEP process, and feel included in the process
  - Teachers learn valuable information
- Growth Mindset was shared with all Education Specialist
  - Students see challenges, failures, as means to successes
  - Increase in academic stamina
  - Rephrasing, "I haven't \_\_\_\_ yet." "I am getting better at \_\_\_\_."

#### Secondary Staff:

- 70% participation of high school participated in ITP
  - Barriers to participation:
    - Students absent on IEP meeting days
    - Parents requested for students not to participate
    - Some students requested not to participate
- Teachers are rolling out curriculum in Symposium, examples include, but not limited to...
  - Financial aid resources
  - College and Career options post high school
  - Mental Health Resources

#### Priority # 4.1

Goal:	Task(s)/Action(s) needed:	By Whom?	By when?
To continue with parent outreach while providing opportunities for social activities for special education students and their families	<ul style="list-style-type: none"> <li>Establish additional meet-up opportunities for special education families with and without district personal present</li> <li>Send a letter to the families about the meetups, CAC and include a survey to gather information about desire to be a part of the meet-up emails</li> <li>As appropriate, continue to promote <u>NCCSE/CAC Offerings</u></li> <li>Ensure that newly qualified families receive information about meetups</li> <li>CAC Parent Rep to Support and Host Meet ups</li> </ul>	<ul style="list-style-type: none"> <li>Director of Special education</li> <li>CAC Parent Rep</li> </ul>	<ul style="list-style-type: none"> <li>Mid-October and throughout <u>year</u></li> <li>Throughout the Year</li> </ul>

#### Priority # 1.3

Goal:	Task(s)/Action(s) needed:	By Whom?	By when?
Continue to Build Ability Awareness Activities	<ul style="list-style-type: none"> <li>Connect with Local Families, Agencies, and <u>NCCSE</u> for Activities and Materials as Appropriate</li> <li>Make Flyer for Ability Awareness</li> <li>Enhance Current Activity Options</li> <li>Re-establish Ability Awareness Fair on both sites</li> <li>Engage in a Culminating Activity for Both Sites at end of Week (i.e., Speaker or Event)</li> </ul>	<ul style="list-style-type: none"> <li>Director of Special education</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the Fall and Winter for Week of 3/13/2023</li> </ul>

# Cardiff Priority Update

## Priority 4.1:

- CAC letter sent at beginning of school year from Director of Special Education
- Both Campuses have incorporated NCCSE and CAC updates in their weekly Wednesday Wave for all students and families
- One meet up so far, working on establishing another one before end of year



## North County Consortium for Special Education

Please click on the links below for two different events that our North County Consortium for Special Education is offering for all families.

**Community Advisory Committee Meeting**

**Recreational Resource Fair**

# Cardiff Priority Update

## Priority 1.3:

- Re-established Ability Awareness Fair
- Brought in Love on a Leash, NCCSS DHH, NCCSE VI, Blake Steinecke Guest Speaker
- Daily Classroom Activities



# Cardiff Priority Update 1.3



# Carlsbad Priorities

## Priority # 4.1

<p>Goal:</p> <p>To continue with parent outreach while providing opportunities for social activities for special education students and their families</p>	<p>Task(s)/Action(s) needed:</p> <ul style="list-style-type: none"> <li>Establish additional meet-up opportunities for special education families with and without district personal present</li> <li>Send a letter to the families about the meetups, CAC and include a survey to gather information about desire to be a part of the meet-up emails</li> <li>As appropriate, continue to promote <u>NCCSE/CAC Offerings</u></li> <li>Ensure that newly qualified families receive information about meetups</li> <li>CAC Parent Rep to Support and Host Meet ups</li> </ul>	<p>By Whom?</p> <ul style="list-style-type: none"> <li>Director of Special education</li> <li>CAC Parent Rep</li> </ul>	<p>By when?</p> <ul style="list-style-type: none"> <li>Mid-October and throughout <u>year</u></li> <li>Throughout the Year</li> </ul>
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## Priority # 1.3

<p>Goal:</p> <p>Continue to Build Ability Awareness Activities</p>	<p>Task(s)/Action(s) needed:</p> <ul style="list-style-type: none"> <li>Connect with Local Families, Agencies, and <u>NCCSE</u> for Activities and Materials as Appropriate</li> <li>Make Flyer for Ability Awareness</li> <li>Enhance Current Activity Options</li> <li>Re-establish Ability Awareness Fair on both sites</li> <li>Engage in a Culminating Activity for Both Sites at end of Week (i.e., Speaker or Event)</li> </ul>	<p>By Whom?</p> <ul style="list-style-type: none"> <li>Director of Special education</li> </ul>	<p>By when?</p> <ul style="list-style-type: none"> <li>Throughout the Fall and Winter for Week of 3/13/2023</li> </ul>
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# Carlsbad Priorities Update

## Priority #4.1

Community members are collaborating to meet with other community members from other districts outside of district members but keeping district members in the loop as part of the team. Continuing to work on this priority. Currently we have well established community leaders for SEAC.

Survey is still being part of the discussion and a concern from the team to get parents information and how to be involved in the SEAC. Current survey is being used to solicit parent input.

[https://www.google.com/forms/about/?utm\\_source=product&utm\\_medium=forms\\_logo&utm\\_campaign=forms](https://www.google.com/forms/about/?utm_source=product&utm_medium=forms_logo&utm_campaign=forms)

This is offered as part of the NCCSE procedural safeguards and referred to before every annual/triennial meeting or when services that NCCSE can provide are relevant to the student and parents. NCCSE trainings and presentations are communicated with SEAC participants through established SEAC community members.

## Priority 1.3

Established ability awareness programs through fairs, coffee carts, best buddies, WEB programs, and the introduction of Unified Sports at CHS and collaboration with Special Olympics.

(picture of unified sports with Tim then a slide with our unified sports photos)

# Del Mar Priorities 1.1

DEL MAR SCHOOLS CURRICULUM  
FOR SPECIAL EDUCATION

Group members: Maria del Mar Hinojosa (Parent CAC Representative)

Nadine Schick (Director of Special Education)

## Priority # 1 Academic and Social Inclusion

1.1 Access to academic inclusion for all students ages 3 to sixth grade, including students with significant disabilities and those with behavioral concerns.

Goal:	Task(s)/Action(s) needed:	By Whom?	By when?
As a school <u>district</u> we will increase our <b>inclusive practices</b> while considering each students' strengths in the area of <b>academics</b> for <b>ALL</b> students for the purpose of increasing <b>EVERY</b> child's access to typical peers at times during the school day to the greatest extent possible.	<p>Staff will be provided with <b>training</b> that allows all case managers to develop a greater understanding of how to incorporate <b>student voice</b> into the IEP process to ensure IEPs are <b>strength based</b>.</p> <ul style="list-style-type: none"> <li>- <u>once</u> trained, case managers and related services providers will have time to work with colleagues to share their ideas and best practices <ul style="list-style-type: none"> <li>- IEP service providers will ensure that <b>student voice</b> is used in the development of annual IEPs</li> <li>- IEP service providers will ensure that IEPs focus on what a student "<b>can do</b>"</li> </ul> </li> </ul> <p>Staff will have access to <b>high-quality training</b> that focuses on <b>inclusivity and student independence</b>.</p> <ul style="list-style-type: none"> <li>- Areas of focus will include but are not limited to CGI, Nancy <u>Fetzer</u>, Fostering Independence, Onboarding</li> </ul>	<p>Student Services staff</p> <p>Staff as assigned ie. District <u>TOSA</u>, Program Specialist, Dir Sped</p>	<p>During Collaborative Learning Wednesdays (approximately 5x)</p> <p>Fall 2022 and Spring 2023</p>

	<p>Cohort 3 staff (including IA's, Learning Lab Teachers, General Education Teachers, Principals) will be <b>trained</b> on the <b>Co-teaching</b> model that is used to increase access to students on IEPs with typical peers for core content instruction</p> <ul style="list-style-type: none"> <li>- Staff will engage in overview training, collaborative planning days and coaching cycles</li> <li>- <u>TOSA</u> will create an online Google Site of resources for (Ge and Special Educators) of shared co-teaching materials</li> </ul>	<p><u>TOSA</u>, Dir of Sped, Principals, Program Specialists</p>	<p>Overview training (1x), collaborative planning days (2x) to be scheduled by each co-teaching cluster, coaching cycles (1x) to be <u>pre scheduled</u> by the <u>TOSA</u> during trimester 2 to the greatest extent possible, Shared sites to be created before the end of the 2022-2023 school year.</p>
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— CO-TEACHING TRAINING AND COACHING —

# Del Mar Priorities Update 1.1

## *Student Voice/Strengths-based IEPs*

- Why did you pick this artifact to share?
- As you continue to refine your skills in this area, what impact do you anticipate it might have on you, your students, or their families?
- How do you plan to use or grow this practice moving forward?

**STUDENT VOICE / STRENGTH BASED IEPs:** Collaborative Learning Wednesday (trainings) were held on September 7, October 5, and December 7. Job Alike meetings were also held 2-4 times.

- IEPs and assessment reports incorporate student voice via video, photos, written input or student attendance.
- PLAAFP now focuses on what students can do.

## **INCLUSION TRAINING COTEACHING:**

- Classified staff were trained in November 2022 and again in March 2023 with a focus on CGI, Fetzer, and independence
- 20 general education k-6, 12 classified and 12 educational specialists and 4 early childhood staff were trained and coached over the year in coteaching
- All Principals were trained in coteaching coaching and lead all teach coaching cycles.

## **GOOGLE SITES:**

- Coteaching learning tools were developed for staff and principals



# Del Mar Priorities Update 1.2

## Priority # 2 Academic and Social Inclusion

1.2 Access to social inclusion for all students ages 3 to sixth grade, including students with significant disabilities and those with behavioral concerns.

Goal :	Task(s)/Action(s) needed:	By Whom?	By when?
As a school district we will increase our inclusive practices in the area of socialization for ALL students for the purpose of increasing each child's sense of community and belonging within the school site where they receive their special education support and services.	Ensure that our Early Childhood Inclusion Program has access to a <b>SEL program</b> that meets the needs of our youngest learners. <ul style="list-style-type: none"> <li>- Meet with ECI staff discuss and review programming options</li> <li>- Based on teacher input, purchase the appropriate SEL program</li> <li>- Ensure training is provided for program implementation if necessary <ul style="list-style-type: none"> <li>- k-6 staff will continue to implement the SEL program (Second Step) to general education as determined by each school site</li> </ul> </li> </ul>	Program Specialist, Dir Sped, ECI staff and principal	prior to the end of the 2022-2023 school year
	Provide all newly identified staff with <b>CPI</b> (Crisis Prevention Intervention) <b>training</b> so they are equipped to deescalate a student in crisis and or keep students and staff safe.	Appropriate District Staff	Ongoing
		Dir Sped	Fall 2022
	<ul style="list-style-type: none"> <li>- Ensure that all schools site have updated their <b>behavior response plans</b> to meet the needs of their current population</li> </ul>	Program Specialists	Fall 2022

# Del Mar Priorities Update 1.2

	<p>Staff will have access to <b>high-quality training</b> that focuses on <b>inclusivity and student independence</b>.</p> <ul style="list-style-type: none"> <li>- Areas of focus will include but are not limited to deescalation, behavior support, AAC training, AT training, fostering independence and self-advocacy</li> </ul> <p>Continue to encourage all self-contained classroom staff to incorporate structured and adult-supported <b>peer-to-peer social supports</b></p> <ul style="list-style-type: none"> <li>- Supports may include, but are not limited:             <ul style="list-style-type: none"> <li>- adult support during unstructured times (lunch, recess, assemblies, fieldtrips, school wide events, as appropriate)</li> <li>- push-in support throughout the school year (STEAM+, circle time, classroom events )</li> <li>- reverse mainstreaming opportunities</li> </ul> </li> </ul>	<div data-bbox="1232 272 1387 304"> <span>...</span> <span>≡</span> <span>+</span> </div> <p>Dir Sped, BCBAs, NCCSE staff, Program Specialists</p> <p>Program Specialists, Principals</p>	<p>Fall 2022 and Spring 2023</p> <p>Ongoing</p>
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# Del Mar Priorities Update 1.2



## ECI SEL PROGRAM:

- Second Step was purchased to support listening, paying attention, managing behavior and getting along with others.

## CRISIS PREVENTION INTERVENTION:

- Training was conducted in November
- Sites updated their crisis plans to support based student needs.

## HIGH QUALITY TRAINING:

- Classified staff were trained in November 2022 and March 2023 in the area of AAC social communication and behavior by NCCSE (2x) as well as by classroom educational specialists (3x) .
- SLP staff had up to 12-hours of AAC training.

## MEANINGFUL INCLUSION:

- Occurred across programs and settings based on student strengths.



## CAC District Priorities Meeting Worksheet

District Name: Encinitas Union School District

Group members: Jeff Ladman, Tracie Davee, Amanda Reuther; Sarah Brown, Kristi Kirk

### Priority # 1 Academic and Social Inclusion

Goal :	Task(s)/Action(s) needed:	By Whom?	By when?
1. Design alternative recess opportunities for students with varied social skills and interests	1. <ul style="list-style-type: none"><li>- Establish a recess design committee</li><li>- Develop <u>list</u> of suggested practices and options for recess at all sites, which consider the skills and interests of neurodiverse students</li><li>- Include student voice</li><li>- Assist school sites to implement these practices</li><li>- Market the recess options available to students, staff and families.</li></ul>	CAC reps and director	
2. Support making school events, such as PTA sponsored events, <u>field trips.. more</u> accessible and inclusive for neurodiverse students	2. <ul style="list-style-type: none"><li>- Curate a list of strategies, design features, and special items that would support neurodiverse students to participate in school events</li><li>- Consider creating a bag of items which can be available for check out during school events, to support students with sensory or other needs.</li></ul>	CAC reps, director	

Please return this worksheet to Heidi Marshall no later than November 2, 2022,  
[heidi.marshall@sdcoe.net](mailto:heidi.marshall@sdcoe.net)



# Priority 1:

## A more inclusive recess

- Established a Recess Committee that has developed list of activities, and a communication/marketing plan.
- List of suggested practices:
  - **Libraries** open and staffed each recess to offer quiet indoor option for reading or other quiet activities
  - A space staffed and designated for games, art projects, where it can be noisier. One site calls this a **Recess Lounge**. This can be indoor or outdoor under a tent.
  - Student designed **clubs**, all interested students welcome. Currently, have a Star Wars Club, a Legos Club
  - **Structured outdoor field game** available at recess. All students welcome to play, adult facilitates rules of game.





## Priority 1:

### A more inclusive recess

**Options will be communicated a few ways:**

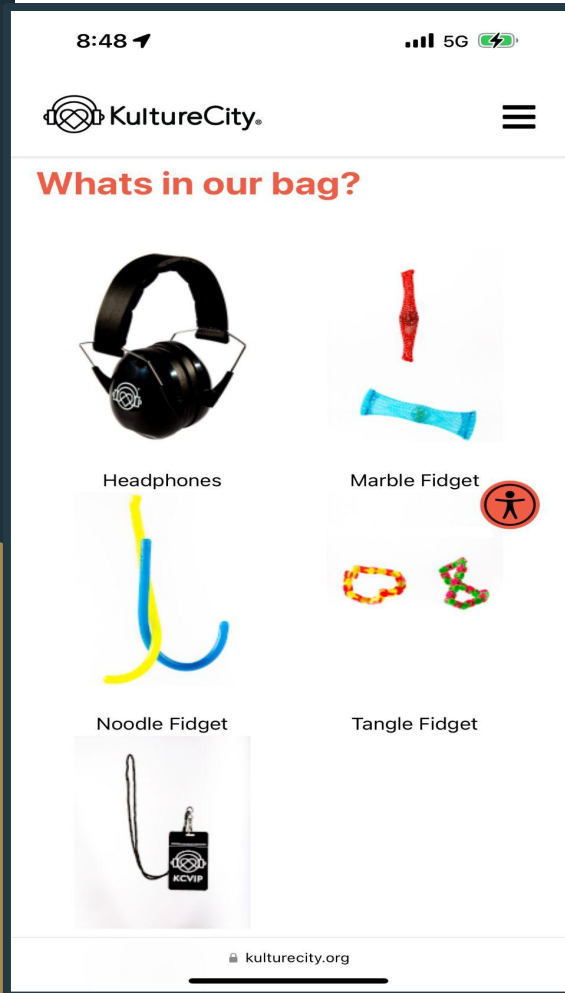
- A standing message board outside with the daily options
- Principal morning announcements
- In a recess section in weekly newsletters

**Staffing/supervision provided a few ways:**

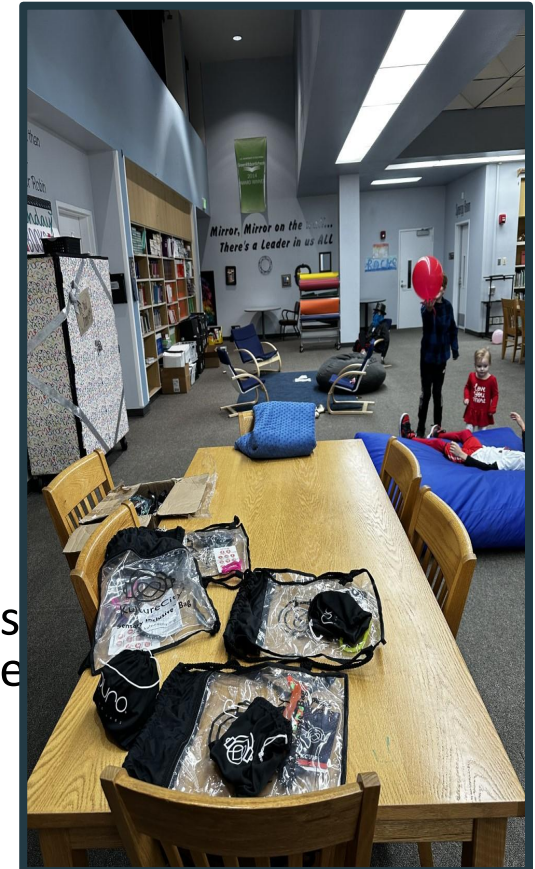
- Funds from site and district to support hiring personnel for structured outdoor game.
- Librarian hours were increased last year, and they can staff libraries at recess.
- TRAC (SEL) teachers will provide supervision for a few days a week at recess lounge or outdoor tent and student clubs.
- Parent volunteers can be trained to provide support for indoor recess lounge or outdoor tent activities and student clubs.

## Priority 2:

### More inclusive and accessible events



- Promoted and made “Sensory Bags” from Kulture City available for use at our family events.
- Obtained flyer listing inclusive practices from Families for Equity in Education.
- Will be sharing this flyer with new PTA leadership at their meeting in April.
- During Inclusion in Action weeks shared our Disability Etiquette flyer with PTA’s and our parent community.



# FUESD Priorities

## CAC District Priorities Meeting Worksheet



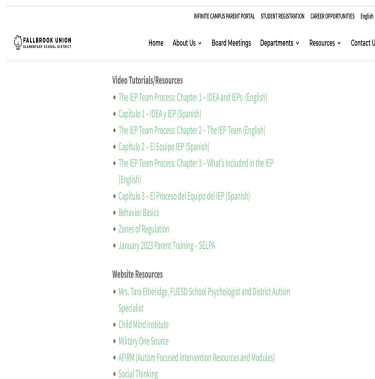
District Name: Fallbrook Union Elementary School District  
 Group members: Ms. Jill Price, Ms. Solene Trujillo, and Ms. Sarah D'Errico

Priority # 3 and 1

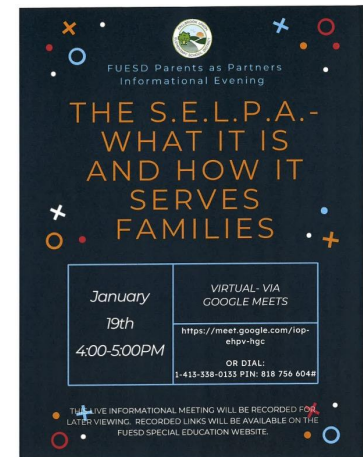
Goal :	Task(s)/Action(s) needed:	By Whom?	By When?
3.2 District Home Communication	Welcome packet created, but welcome packet needs to be rolled out to case managers and sites before parents receive welcome packets (Note- resources may be different on base- EFMP paperwork). We can also add a sheet with links listed for Parents as Partners videos and resources.	Created by JR, JR to also to distribute and train; District SpEd Staff	Spring 2023
	Distribute Fliers to Sites- CAC, EFRC fliers, etc.	District SpEd Staff	Spring 2023
	Parents as Partners website up and running- (bank of videos and resources). This will be a resources page for special education parents and will include a NCCSE/CAC link. Consistent communication- videos sent out trimesterly via email and text.	District SpEd Staff	Spring 2023
	<ul style="list-style-type: none"> <li>Topics: Understanding the pages of the IEP, Getting ready for an IEP meeting, IDEA and the IEP, etc.</li> </ul> Bios of Special Education DO Staff on Website	District SpEd Staff	Spring 2023

# FUESD Priorities continuation

	<p>In person training/support groups through the district. Psychologists/District SpEd Staff can hold an informational meeting in the evenings once per trimester for parents. The meeting would consist of a specific training-managing behaviors at home, organization, etc. and then transition into Q and A, and community/relationship building with parents.</p> <p>If offered in the evenings, we would have to find psychs/staff willing, find childcare providers, or could be held during the day. Could be called "lunch on the lawn". Morning could be "coffee with the psychologist".</p>	District SpEd Staff	Spring 2023
1.1 Academic and Social Inclusion	<p>Spotlight on special ed. at school events such as PTA meetings and festivals. Example would be a sensory friendly activity at PTA meetings. Booth at Fall festival. Appoint a SpEd ed rep to PTA. There is probably already a parent of a special education student on PTA, just have to find who that is at each site.</p>	Solene will trial at the LAP PTA and Fall Festival before being rolled out district wide.	Spring 2023



# FUESD Priorities Update



## Goal 3.2- District Home Communication Update

- Welcome packets for new students (new to qualify and move in) were updated with new information and distributed to sites. Packets include a QR code that takes families to resources on our SpEd District Website.
- CAC Meeting dates, SELPA trainings and fliers and IEP 101 training videos continuously sent to parents of special education students via infinite campus.
- Working with communications department to reorganize our SpEd website to house more information
- Virtual Parents as Partners Informational Evening held virtually in January 2023! Topic was information on the SELPA and how it helps our families. Second parent training planned (May 2023) will be information on accommodations and modifications.

## Goal 1.1- Academic and Social Inclusion Update

- Planning meetings with Fallbrook Chamber of Commerce on community event ideas that support inclusion



# HOPE Infant & Family Priorities

## CAC District Priorities Meeting Worksheet



District Name: HOPE Infant Family Support Program

Group members: Janna Piper/Senior Manager & Renee Welch/Senior Manager 11/7/2022



Priority # Academic and Social Inclusion

1.4 School-wide and personal safety

Goal:	Task(s)/Action(s) needed:	By Whom?	By when?
To enhance understanding of equity and equitable practices, and increase staff self-awareness to ensure a safe work culture for staff	<ul style="list-style-type: none"> <li>• Expand Equity Team</li> <li>• Establish an Inclusive Practices Focused Team</li> <li>• Gather baseline data</li> <li>• Collaboration between Equity Team and presenters to tailor to the needs of HOPE Program</li> <li>• Facilitate monthly meetings to discuss collaborative and team building practices/strategies around equity</li> <li>• Identify and implement strategies to increase equity, equitable practices, inclusion, and ensure safe work culture</li> <li>• Gather end-of-series data</li> </ul>	<ul style="list-style-type: none"> <li>• HOPE staff</li> <li>• Equity Team</li> <li>• Managers</li> </ul>	May 2023

# HOPE Infant & Family Priorities Update

## Priority # Academic and Social Inclusion: 1.4 School-Wide and Personal Safety

Goal:	Task(s)/Action(s) needed:	Progress to Date:
<p>To enhance understanding of equity and equitable practices and increase staff self-awareness to ensure a safe work culture for staff.</p>	<ul style="list-style-type: none"> <li>• Continue Equity Team</li> <li>• Develop Inclusion Team</li> <li>• Gather baseline data</li> <li>• Collaboration between Equity Team and presenters to tailor equity series to needs of HOPE Program</li> <li>• Equity Training – Way of Being</li> <li>• Identify and implement strategies to increase equity, equitable practices, inclusion, and ensure safe work culture</li> <li>• Gather end-of-series data</li> </ul>	<ul style="list-style-type: none"> <li>• Equity Team Continued               <ul style="list-style-type: none"> <li>○ Identified Strengths and Areas of Need</li> <li>○ Feedback Gathered and Analyzed</li> <li>○ Equity Team Meetings – Twice Monthly</li> </ul> </li> <li>• Inclusion Team – Action Plan Developed</li> <li>• Equity Trainings and Professional Learning Collaboration – Ways of Being               <ul style="list-style-type: none"> <li>○ Building Relationships w/ An Equity Lens</li> <li>○ Understanding Microaggressions</li> <li>○ Perceived Workload Inequities</li> </ul> </li> <li>• Strategy Implementation               <ul style="list-style-type: none"> <li>○ Problem of Practice</li> <li>○ Building Relationships via Storytelling</li> <li>○ Recognize, Interrupt, and Repair Protocol (RIR)</li> </ul> </li> <li>• End-of-Series Data               <ul style="list-style-type: none"> <li>○ Staff surveys to be provided at the end of the year</li> <li>○ Staff discussions regarding next steps</li> </ul> </li> </ul>



## CAC District Priorities Meeting Worksheet

District Name: North County Academy

Group members: Stephen Gotowala (Principal), Talin Ysaie (Therapy Manager), Cora O'Hea (Teacher Rep), Amanda Bates (Classified Rep), Anna Quint (Parent Rep)

Priority # 1.2/ 1.3

Goal : 1	Task(s)/Action(s) needed:	By Whom?	By when?
North County Academy will create more opportunity for students to improve their self-esteem, empathy for others and building / maintaining positive relationships with peers and adults.	<ul style="list-style-type: none"> <li>North County Academy will create and maintain a consistent peer mentoring program where HS and MS students can work with elementary students to be a positive mentor to others as well as develop empathy for others that have individual struggles.</li> </ul>	Therapy and Admin Team	11/2022
	<ul style="list-style-type: none"> <li>North County Academy will create and maintain a social awareness group for students with the goal of improving each students' social skills to maintain positive relationships with others.</li> </ul>	NCA Staff (SLP, Therapist and Behavioral Aide)	11/2022
	<ul style="list-style-type: none"> <li><u>North</u> County Academy will create and maintain a system to recognize and reward students for going above and beyond when helping others for the benefit of others.</li> </ul>	NCA Staff	12/2022

# NCA Priorities Update

## NCA MENTAL HEALTH NEWSLETTER

Feb/Mar 2023    2022-2023 NEWSLETTER    Issue 2



### IN THIS ISSUE:

Many of our NCA therapists are trained in Positive Discipline Parenting. Here are some of their favorite parenting interventions they suggest to NCA families.

Don't forget to access parent counseling & family therapy services with your child's NCA therapist.

### DID YOU KNOW?

#### SENSE OF BELONGING

- Children feel belonging when they know they can make a real contribution.
- Give your child meaningful jobs around the house.
- Use encouragement to help your child feel "belonging"

Kylea Shells (NCA Therapist)



#### PARENT REGULATION

- Teach and model calming techniques.
- Show your child it's okay to give yourself space.
- Teach your child about cooling-off periods, you or your child can go to a separate room and do something to make yourself feel better.

Kylea Shells (NCA Therapist)



The long-term results of punishment are that children usually adopt one or all of the

#### FOUR R's OF PUNISHMENT:

- Resentment—"This is unfair. I can't trust adults."
- Revenge—"They are winning now, but I'll get even."
- Rebellion—"I'll do just the opposite to prove I don't have to do it their way."
- Retreat:
  - "Sneakiness—"I won't get caught next time."
  - "Reduced Self-Esteem—"I am a bad person."

Remember... "A misbehaving child is a discouraged child". Make sure to balance with encouragement.

— Jane Nelsen, Positive Discipline

*"Remember, your narrative becomes your child's narrative"*

Being a parent, we have to remind ourselves everyday that the words we model for our child are the words that will one day be their narrative they say to themselves and others. Our words matter & our child is listening.

Joanna Lopez (NCA Therapist)



### Parenting Tips 101

Suggested By: Joanna Lopez

#### Kind AND Firm

It is the AND that brings kind and firm together to avoid extreme behaviors.

1. Validate Feelings to show understanding of their frustration
2. Offer a choice when possible or Set the Limit/Expectation

Example: I love you AND the answer is "no"



#### If / Then First /Then


This is my most favorite intervention of them all!

Example: IF you want to hang out with your friends, THEN you need to clean your room.


Example: FIRST you take out the trash, THEN you can get your phone to call your friends.



Click on the icon below if you are interested in taking Positive Discipline Training for parents.








## REMINDER



If there are any topics in this newsletter that you would like to learn more about- let your child's NCA therapist know!

NCA Therapists are available to provide parent & family therapy services



Talin Yesaie (Program Manager)    Casey Rindone    Kylea Shells    Joanna Lopez    Kate Warren

IF YOU HAVE ANY QUESTIONS, PLEASE CONTACT OUR PROGRAM MANAGER

Talin Yesaie    (760) 547-2808    tyesaie@centerforchildren.org



## CAC District Priorities Meeting Worksheet

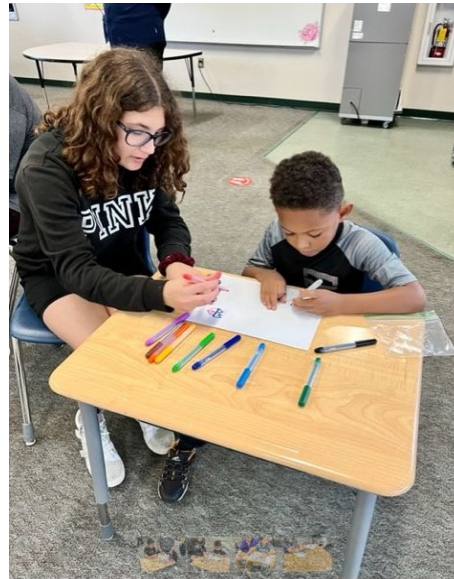
District Name: North County Academy

Group members: Stephen Gotowala (Principal), Talin Yesaie (Therapy Manager), Cora Ohea (Teacher Rep), Amanda Bates (Classified Rep), Anna Quint (Parent Rep)

Priority # 4.1

Goal: 2	Task(s)/Action(s) needed:	By Whom?	By when?
North County Academy will improve on Parent involvement by creating more opportunities for parents to be informed on what is happening on campus.	<ul style="list-style-type: none"> <li>North County Academy will create and maintain a monthly newsletter to give parents updates on current and future events, highlight good things that have been happening on campus as well as give parents some therapy tips to be used at home.</li> </ul>	Therapy and Admin Team	11/2022 (Monthly)
	<ul style="list-style-type: none"> <li>North County Academy will consistently start sending out an all parent/guardian email, text message and automated dialer for upcoming events, updates and important NCA information as another method to keep parents informed, updated and involved.</li> </ul>	NCA Principal	11/2022
	<ul style="list-style-type: none"> <li>North County Academy will create parent nights where the NCA team can provide trainings for parents on a variety of educational, therapeutic and IEP related topics.</li> </ul>	Principal, Therapy Team, Behavioral team, SLP	4/2023

# NCA Priorities Update



# Oceanside Priorities



## CAC District Priorities Meeting Worksheet

District Name: \_\_\_\_Oceanside Unified School District\_\_\_\_

Group members: Cheri Bene' - Interim Director of Special Education  
Christine Corrao - District Representative  
Kimberly Maier - Parent Representative

### PRIORITY 1. ACADEMIC AND SOCIAL INCLUSION

Accept every student as a general education student first. Promote the successful social and academic inclusion of all students with disabilities, including those with significant disabilities and those with behavioral issues, within the whole school community. Ensure that students are safe in all settings, including classrooms and unstructured times.

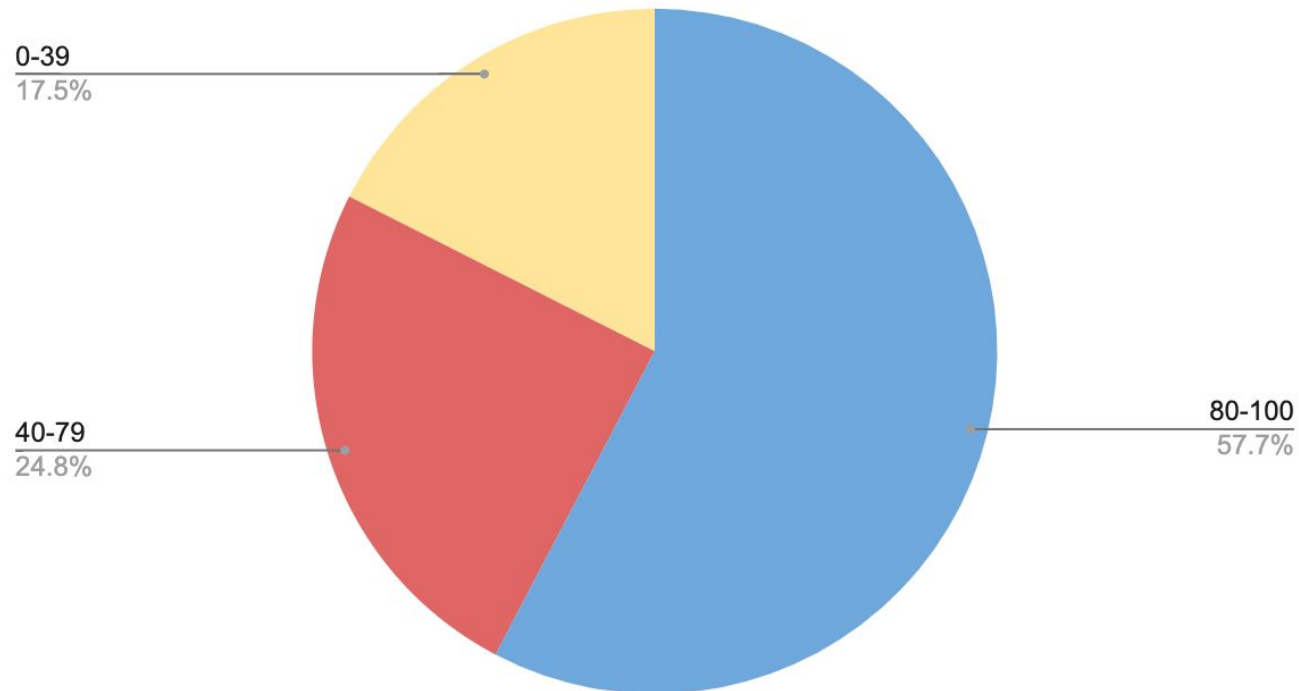
Goal :	Task(s)/Action(s) needed:	By Whom?	By when?
Access to academic & social inclusion for all students ages 3-22, including students with significant disabilities and those with behavioral concerns.	Implement Additional Program Support (SCIA) process with steps to increase independence.	Coordinators & Site Staff	All sites trained by Oct. 31, 2022
	CPI training available for general education teachers, administrative personnel, special education teachers, para-professionals, and service providers.	CPI Trainers	On-going throughout the school year.
	Share behavioral systems and protocols with parents for continuity at home.	TOSA & Site Staff	
	Create a series of online training modules for paraprofessionals working in non-academic settings (noon duties, lunch workers, crossing guards, bus drivers, etc.)	Director, Coordinators, TOSA	Feb. 2023
	District wide surveys to tailor staff training.	ESS Staff	After each PD

# Oceanside Priorities

	Utilize NCCSE workshops for all staff, including administrators and paraprofessionals.	Director	non-student day On-going throughout the school year
	Provide paraprofessionals training specifically to support students in inclusive settings	Director, Coordinators, TOSA	On-going throughout the school year

# Students with IEPs in the Regular Setting

Students with IEPs Percentages in Regular Setting



# General Education Students First!

This school year 5 of the 7 elementary schools, who have programs that serve students with moderate to severe disabilities, added every student to their general education rosters.

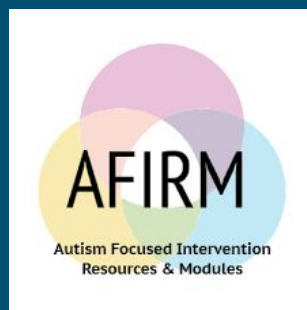


# Paraprofessional Training

There are **282** paraprofessionals working alongside students. Each had an opportunity to complete 14 hours of training of AFIRM modules.

**68% completed part or all of the modules**

**Almost 43% completed all the training**



# CPI Training

Full course will have been offered **6** times throughout the school year. And **3** refresher courses. Courses were available for administrators, teachers and paraprofessionals. **95%** of all site based administrators have been trained.

We have 3 staff members who are CPI trainers and BCBAs that conduct the trainings.

Each course can have up to 20 participants.





## CAC District Priorities Meeting Worksheet

District Name: Rancho Santa Fe School District

Group members: Chondra Brown (Parent), Erika Weinthal (Teacher), Dr. Jeremy Owen (Administrator)

Priority # 1.2\_Social Inclusion

Goal :	Task(s)/Action(s) needed:	By Whom?	By when?
To grow, evolve, and establish meaningful and deeper peer relationships, including building capacity for communication and developing desire to work together.	<p>Elementary Task Force established to represent special education and general education teachers</p> <ul style="list-style-type: none"> <li>- Review formal and informal opportunities for social engagement               <ul style="list-style-type: none"> <li>- inside the classroom (e.g. class meetings, morning meetings, SEL lessons, group work, partner work, etc...)</li> <li>- outside the classroom (e.g. lunch clubs, peer buddies, grade-level buddies, etc...)</li> </ul> </li> <li>- Determine, and build capacity for, opportunities in grades K-5</li> <li>- Review progress and involvement to determine for continued work</li> </ul>	Elementary Task Force (Instructional Assistants, Special Education Teachers, General Education Teachers, Administrator)	<p>Winter</p> <p>January-March March/April</p>
	<p>Middle School Task Force established to represent special education and general education teachers</p> <ul style="list-style-type: none"> <li>- Review formal and informal opportunities for social engagement               <ul style="list-style-type: none"> <li>- inside the classroom (e.g. Advisory, elective classes, SEL lessons, group work, partner work, etc...)</li> <li>- outside the classroom (e.g. clubs, peer buddies, grade-level buddies, etc...)</li> </ul> </li> <li>- Determine, and build capacity for, opportunities in grades 6-8</li> <li>- Review progress and involvement to determine for continued work</li> </ul>	Middle School Task Force (Instructional Assistants, Special Education Teachers, General Education Teachers, Administrator)	<p>Winter</p> <p>January-March March/April</p>

# Rancho Santa Fe Priority Update



Elementary School	<ul style="list-style-type: none"><li>● Morning Meetings and Social-Emotional Lessons<ul style="list-style-type: none"><li>○ Counselor co-teaches lessons on differential abilities, accepting differences, what inclusion means</li></ul></li><li>● Making Inclusion Visible<ul style="list-style-type: none"><li>○ Principal daily inclusion moment recognitions and one Friday on the Field inclusion skit</li><li>○ Classroom job</li></ul></li><li>● Partnership/Group Work<ul style="list-style-type: none"><li>○ Inclusion/Mainstreaming Professional Development for General Education teachers</li></ul></li></ul>
Middle School	<ul style="list-style-type: none"><li>● Lunch Clubs<ul style="list-style-type: none"><li>○ Mainstream social clubs, Peer buddies, Daily opportunities for more structured lunch times</li></ul></li><li>● Community Outings</li><li>● Leadership Opportunities</li><li>● Intentional class placement and partnership work</li></ul>

# San Dieguito Union HS District Priorities



## CAC District Priorities Meeting Worksheet

District Name: San Dieguito Union High School District

Group members: Tiffany Hazlewood, Andrea Siler, Sara Scoma

### Priority # 1 Academic and Social Inclusion

Goal :	Task(s)/Action(s) needed:	By Whom?	By when?
SDUHSD will continue to provide opportunities for access to social inclusion for all students age 3-22, including students with significant disabilities and those with behavioral concerns.	<ul style="list-style-type: none"> <li>• Incorporate structured and adult-support peer-to-peer social supports - include support for unstructured times (lunch, breaks) like "buddy benches", peer mentoring programs, (Best Buddies, etc.) or Acts of Kindness Program.</li> <li>• Looks at <u>way</u> to incorporate Best Buddies as part of community participation/community service.</li> <li>• Create social events (coffee social, movie event, etc.) in the community for families of students with disabilities to come together, connect and socialize.</li> <li>• Schedule after school meetings and/or with typical peers to help facilitate better communication and connection.</li> <li>• Directly involve parents in programming for inclusion practices.</li> </ul>	<p>School Sites</p> <p>District</p> <p>District/School Sites/Parent Volunteers</p> <p>District/School Sites/Parent Volunteers</p> <p>District/School Sites</p>	

# San Dieguito Union HS District Priorities Update

Priority # 4 Communication/Access to Information			
Goal:	Task(s)/Action(s) needed:	By Whom?	By when?
<p><u>SDUHSD</u> will continue to increase communication and collaboration between the <u>SDUHSD</u> parents and District/Site staff with the purpose of building trusting partnerships and increasing meaningful participation that support students.</p>	<ul style="list-style-type: none"> <li>Increased/Clear communication between district and home related to <u>SpEd</u> in general                             <ul style="list-style-type: none"> <li><u>SpEd</u> Website on the <u>SDUHSD</u> site</li> <li>Ongoing training and information sessions</li> <li>Expand Translation materials/resources</li> <li>Parent trainings</li> <li>Communicate with parents regularly (monthly/Bi-Monthly)</li> </ul> </li> </ul>	District/School Sites	
	<ul style="list-style-type: none"> <li>Create a communication platform that allows sites to get notifications out to parents in a timely manner</li> </ul>	School sites	
	<ul style="list-style-type: none"> <li>Provide translation of (English and Spanish) for all materials and websites</li> </ul>	District/School Sites	
	<ul style="list-style-type: none"> <li>Incentive peer-to-peer inclusion/activities</li> </ul>	District/School Sites	

	<ul style="list-style-type: none"> <li>Conduct parent forum meetings with directors in English and Spanish, including newsletters</li> </ul>	District/School Sites	
	<ul style="list-style-type: none"> <li>Push notification and easy website navigation/access for calendar lists of events</li> </ul>	District/School Sites	
	<ul style="list-style-type: none"> <li>Publicize and encourage parents of students with disabilities to become site representatives for PTA, site council and/or Superintendent's advisory committee</li> </ul>	District/School Sites/Parent Volunteers	

# San Dieguito HS District Priorities Update

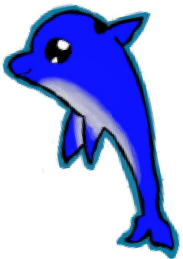


## Falcon Coffee Co.

Welcome to the Modified Program's student run Coffee Shop! Hours are from 9:00-9:25 and 11:10-11:25.

### Student Inclusion in Education and Experiences:

- Development of new position: **TOSA of Intervention, Inclusion and Outreach**
- Increase of supportive courses to promote meaningful inclusion and instruction:
  - Increase in Co-Taught Classes
  - Increased targeted support (TAI ELA and TAI Math)
- **Access Courses and individualized Access Plans**
  - Ongoing development of modified framework
- Staff Resources and Professional Development Calendar
  - 3 TOSAs to support staff
- Peer Mentorship and Social Clubs at sites; Inclusive Athletics Tournaments
- Student led school businesses (Dolphin Designs, Falcon Eatery)
- COAST Biannual Theatre Productions



# San Dieguito HS District Priorities Update

## **Improving Outcomes for Students:**

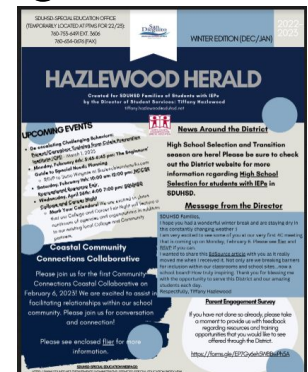
- Adoption of Alternate Diploma Pathway (& other diploma options for ALL)
- Increase of direct hire opportunities for our students through community partners
- Training during COAST and direct hire of our prior COAST students within District jobs (in partnership with Regional Center)
- 10th annual college and career fair hosted by SDUHSD will include a plethora of resources and breakout sessions for ALL students **including many specifically designed for our students with disabilities**



# San Dieguito HS District Priorities Update

## Parent/Community Communication:

- Quarterly SDUHSD SpEd Strategic Plan Parent Newsletter
- Quarterly SDUHSDS SpEd Strategic Plan Parent Forum
- Hazlewood Herald (Monthly-ish Newsletter from Director)
- Improved SDUHSD SpEd website
  - SPED Parent Resources Webpage and Calendar
- Development (& ongoing improvement) of SDUHSD SpEd Parent Handbook
- Weekly message sent to families and staff highlighting upcoming events and helpful resources



# San Dieguito HS District Priorities Update

- **4C: Coastal Community Connections Collaborative**



# San Marcos Priorities

## CAC District Priorities Meeting Worksheet



District Name: San Marcos Unified

Group members: Peggy Zapata, Angela Tesauro, Karen Thompson

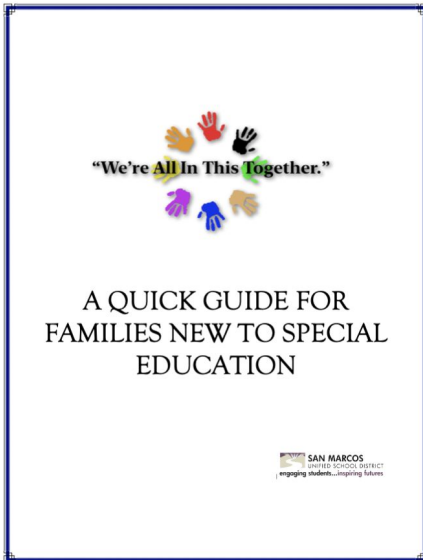
### Priority # 1

Goal :	Task(s)/Action(s) needed:	By Whom?	By when?
Parent Involvement and Outreach	Enhance Special Education section on the <u>SMUSD</u> website, with staff introductions, names, and contact information, resources, links to parent trainings, and IEP clarification	SPED Department, Distributed Leadership	March 2023
	Provide a 'welcome' packet with information to share during initial IEP meetings	SPED Department, Distributed Leadership	December 2022
	Review IEP question results answering the question... 'as a means of improving services and results for your child did the school facilitate parent involvement?' and determine need	SPED Department, Distributed Leadership	May 2023



**SAN MARCOS**  
UNIFIED SCHOOL DISTRICT  
engaging students...inspiring futures

# San Marcos Priorities Update



## WELCOME GUIDE

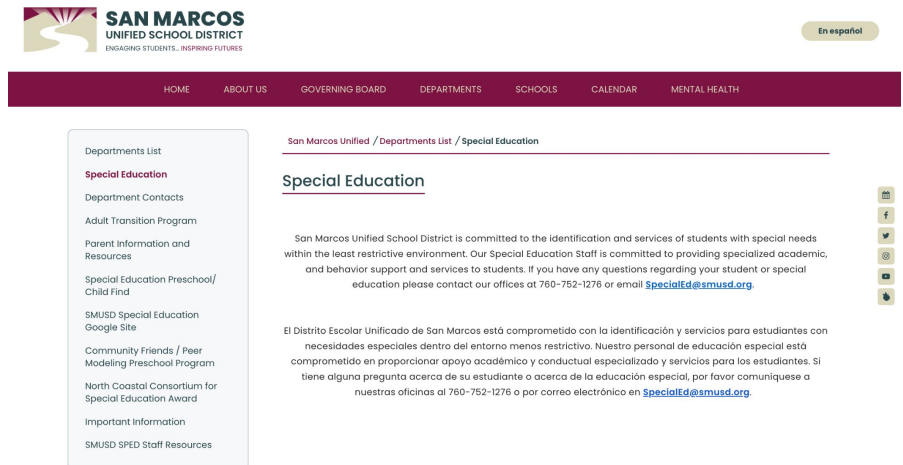
A quick reference for families new to Special Education. Some of the many items included in the packet are:

Welcome Letter  
Procedural Safeguards  
Contact Information  
IEP timelines

Frequently used acronyms  
Links to helpful information  
FAQ's  
NCCSE/CAC Information

## DISTRICT WEBSITE

The intent of the website is to create a one stop shop for connectivity. We continue to build resources for both families and staff.



# Solana Beach Priorities



## CAC District Priorities Meeting Worksheet

District Name: Solana Beach School District

Group members: Jomi Richard, Kim Pinkerton, Robyn Hubbard

### Priority # 4

Goal :	Task(s)/Action(s) needed:	By whom?	By when:
<b>4.1 Parent Outreach -</b> Continue to increase communication and collaboration amongst Solana Beach School District families of students with disabilities with the purpose of building trusting partnerships and increasing meaningful participation that supports students. Diminish barriers for families to enable meaningful and informed participation in their child's education and IEP process.	Creation of a diverse SBSD parent/guardian committee composed of parents/guardians of students with disabilities from each of the eight sites within the <u>district</u> as well as district special education staff.	CAC members, SBSD staff	January 2022
	The committee will meet quarterly to start and as interest grows, there will be additional opportunities to meet.	Kim Pinkerton to calendar	Starting January 2022
	The committee will develop structures for district wide communication, investigate opportunities for parent/guardian education, and discuss a scope and sequence for future work based on need.	CAC members, SBSD staff	Ongoing with basic structures developed by June 2022

Please return this worksheet to Heidi Marshall no later than November 2, 2022,  
[heidi.marshall@sdcoe.net](mailto:heidi.marshall@sdcoe.net)

# Solana Beach Priorities Update



- Development of Purpose and Outcomes for Parent Advisory Council
- Communication and collaboration with PTA/PTO partners
- Communication sent to all interested parents/guardians
- Scheduled inaugural meeting for Spring 2023



# Vista Priorities



## CAC District Priorities Meeting Worksheet

District Name: Vista Unified School District

Group members: Parent Representatives: Katrina Bell, Lori Dotson, VUSD Director, Nereida Gutierrez, VUSD Coordinator Steffanie Rupp, Special Education Community Liaison Doris Cruz, Special Ed Department Secretary Dafnee Ramirez  
Teacher on Special Assignment, Kathleen May



Meeting Dates: 11/1/22

CAC Priorities 2022-23

Goal:	Tasks/Actions Needed:	By Whom?	By When?
<b>Priority # 1: Academic and Social Inclusion</b> 1.1. Access to academic inclusion 1.2. Access to social inclusion 1.3. Ability awareness activities 1.4. School-wide and personal safety 1.5. Inclusive education training for general and special educators (including paraprofessionals), families and students	Data collection - amount of inclusion for moderate/severe students at all levels Share resources/activities related to academic/social inclusion Family/Staff Newsletter Research Ability Awareness programs for Secondary Include inclusive education training in <u>SpEd</u> Master Plan	Special Education Department School Site Staff Inclusion and Transition Teachers on Special Assignment	End of 2022-23 school year

	(Special Ed Strategic Plan)  Implement Ability Awareness at the secondary sites (minimum two secondary sites)	
--	---	--

# Vista Priorities Updates

Goal:

## Priority # 1: Academic and Social Inclusion

- 1.1. Access to academic inclusion
- 1.2. Access to social inclusion
- 1.3. Ability awareness activities
- 1.4. School-wide and personal safety
- 1.5. Inclusive education training for general and special educators (including paraprofessionals), families and students

### VUSD SPECIAL EDUCATION DEPARTMENT



Parent Workshop: "Inclusive Practices for All Students"



MARCH 14, 2023 | VISTA INNOVATION CENTER

## *The Leadership Academy* **Ability Awareness**

October 2022



VISTA UNIFIED  
SCHOOL DISTRICT

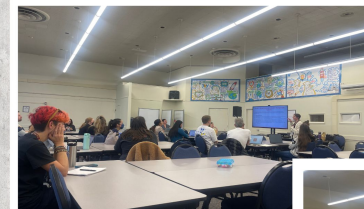


Special Education  
Department

January 26, 2023  
**Professional Development  
Behavior Supports**  
For General and Special Education



Kristen Perry, BCBA, M.Ed  
District Behavior Support Team



Classroom and Behavior  
Management Strategies PD



One last round of





\* Required

## Community Advisory Committee (CAC) Priorities Survey 2023-2024

As specified in the California Education Code, one of the roles of the CAC is to provide a "Priorities Report" every year to the 14 Superintendents in the North Coastal Consortium of Special Education. With your votes, the CAC will determine the top 3 priorities the parents and professionals in each district want to communicate to district leadership as of the greatest importance to our students and families. The subcommittee will tally votes, rank, and provide suggestions in the final report to be presented at the Board of Governors meeting on May, 2023.

**Please vote for 3 priorities:** (Examples of actions districts have implemented in previous years are listed below each priority).

### A - Academic and Social Inclusion

- Inclusive education training for general and special educators
- Access to social inclusion
- School wide and personal safety
- Ability awareness activities

### B - Self Determination and Self-Advocacy

- Encourage self-advocacy, choice making, and self-determination as best practices training for general education, special educators and para-professionals.
- Meaningful student self-advocacy and participation in their IEP planning meetings.

### C - Communication/Access to Information

- Parent Outreach: Develop parent resource rooms and visits to connect with other parents and CAC representatives.
- District Home Communication: Develop consistent communication: all calls, online parent surveys, weekly e-mails, and flyer distribution.

### D - Transition Practices

- Support for families and students during every transition
- Infant to preschool and preschool to kindergarten transitions
- Middle and high school transitions
- Post high school transition services/adult life
- SELPA and District support for ATP best practices

### E - Psychological, Social/Emotional Services and Support

### F - Learning Recovery

**Thank you for your ongoing dedication and support!**

To be part of the subcommittee that will create the Priority Report for the 2023-2024 academic year, contact Heidi Marshall at [heidi\\_marshall@nccsde.net](mailto:heidi_marshall@nccsde.net) or 760-307-1509.

1

Please vote for 3 priorities \*

- ☐ A - Academic and Social Inclusion
- ☐ B - Self Determination and Self-Advocacy
- ☐ C - Communication/Access to Information
- ☐ D - Transition Practices
- ☐ E - Psychological, Social/Emotional Services and Support
- ☐ F - Learning Recovery

2

Please provide any additional comments and/or ideas you may have regarding the priorities you selected.

Enter your answer

# Next steps:

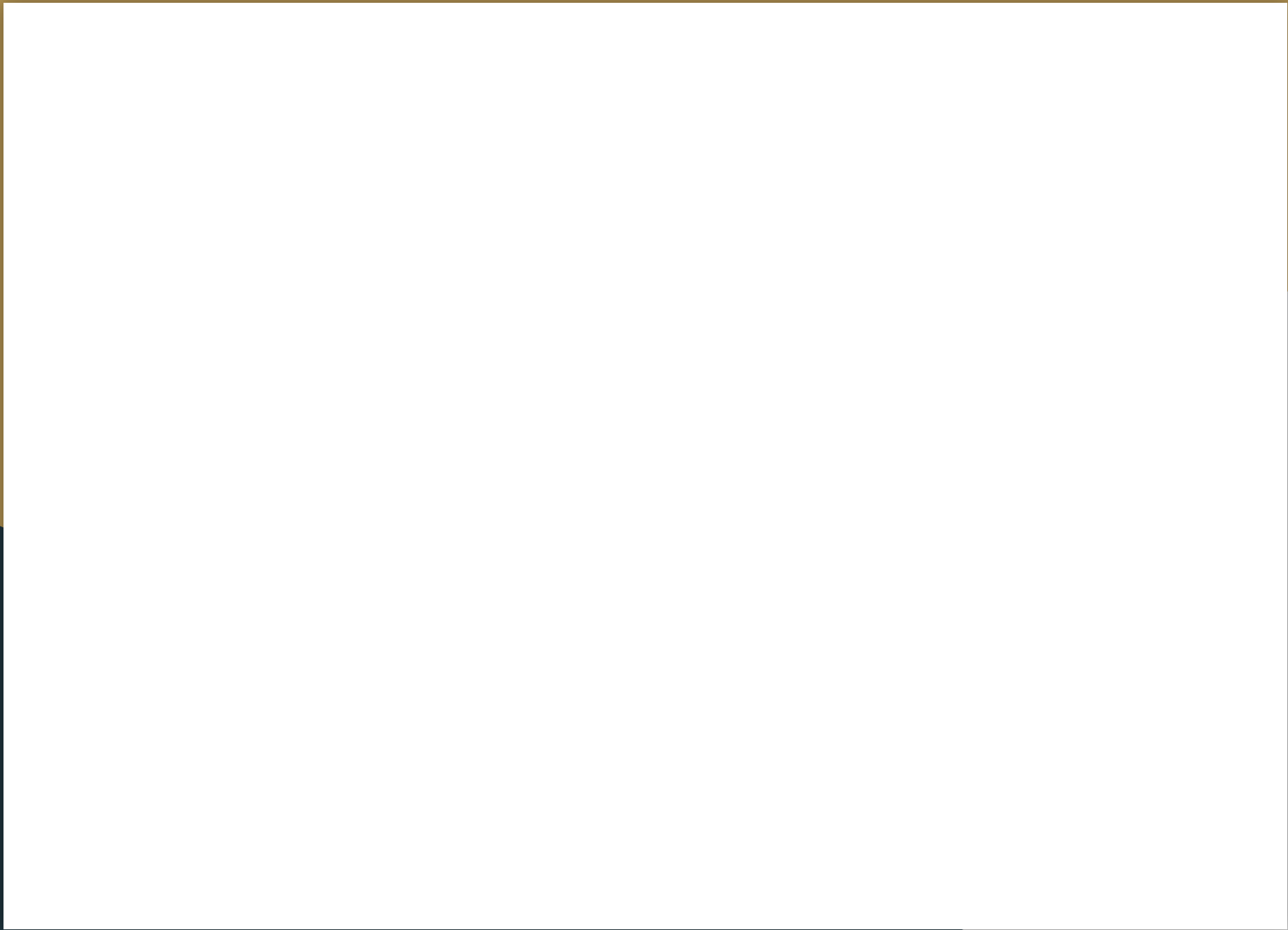
1. Tally votes
2. Priorities subcommittee will draft a new report
3. Draft report is sent to CAC representatives for approval by email
4. In May, Directors and Board of Governors will review:
  - a. Progress on goals by each district '22-'23
  - b. New priorities report for '23-'24



# CAC Public Meeting

*CAC Public Meeting -- Inclusion Exemplars --  
Highlighting Exemplary Inclusion programs  
throughout the SELPA*

*Wednesday, April 19, 2023, 6:00-8:00 pm*



Awards Ceremony  
Reminder  
Wednesday,  
May 24, 2023  
6:30 pm



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y o u