



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

# Community Advisory Committee Priorities Update

March 20, 2024

# DRAFT 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!



# **Bonsall Unified School District**



## CAC District Priorities Meeting Worksheet

**District Name:** Bonsall Unified School District

**Group members:** Ashley Nicholas - Parent, Jessica Knust - Secondary Ed Specialist, Heidi Miller - Elementary Ed Specialist, Dawn Dully - Executive Director of Student Services

### Priority 1.2 Access to social inclusion

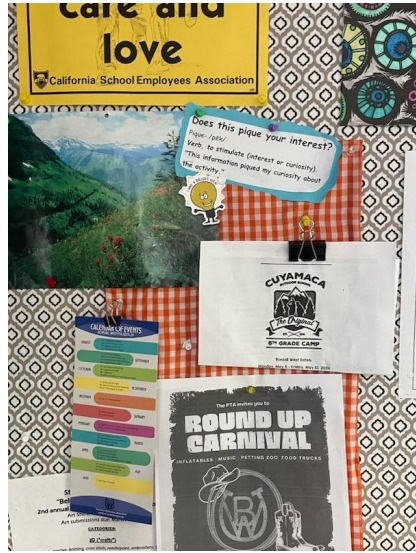
Goal : 1	Task(s)/Action(s) needed:	By Whom?	By when?
	<p>1. Include students with disabilities in gen ed activities by adding paraprofessional support, parent awareness</p> <p><u>Elementary:</u> IE: Monster Mash, Fun Run, food drive, variety show, jog a thon, Family movie nights, lunch on the lawn</p> <p><u>Secondary:</u> IE: Dances, Multicultural Night, Clubs, Senior nights include transition topics and invite ATP teacher (Regional Center)</p> <p>2. Create a Districtwide System for how students access supports for after school activities IE: Discussions with Dawn, Ed Specialist Meetings, related services meetings</p>	-SpEd Staff	June 1, 2023



Purple Star Award Speaker



Rawhide Ranch



Event Board of Site Activities



Garden Club

Variety Show

## Access to Social Inclusion...where to begin?



Vocabulary Parade



Middle and High School Athletics



BES Farm Lessons

Goal : 2	Task(s)/Action(s) needed:	By Whom?	By when?
	<p>Tying into Goal #1, communicating events to families and how to access support for the students.</p> <ol style="list-style-type: none"> <li>1. Create checklist for IEP teams to list the supports/services students would need to access after school activities/events</li> <li>2. Create interest surveys for students with disabilities to gather information on likes/dislikes, comfort levels, and what would they need to be successful or comfortable attending events</li> </ol>	<p>-Ashley, Heidi, Jessica to create -Dawn to Distribute</p> <p>-Heidi is going to create elementary survey -Jessica is going to create secondary survey -Ashley is going to create a parent survey -Dawn to distribute to staff for completion</p>	<p>Nov 17, 2023 Nov 27, 2023</p> <p>Dec 1, 2023</p> <p>Jan 1, 2024</p>



Of the students in special education who participated in the survey:

56% have participated in school-sponsored extracurricular activities (sports, clubs, dances, extracurricular school-sponsored activities.)

44% have not participated in school-sponsored extracurricular activities

What students love about extracurriculars (Student quotes):

- Fun
- *Able to expand interest*
- Easy to join
- *You can be on the court having fun*
- I like the people in it
- *I like dancing*
- I like how they help students get together and be social
- *I like that we are raising a lot of money.*
- They are fun and intense
- *I like how I'm learning about a new culture*

Specific Support Students would like to help access extracurriculars:

- Help identifying and researching clubs, sports, and performing arts options
- *Help contacting clubs/sports/performing arts groups*
- Support understanding eligibility requirements for sports

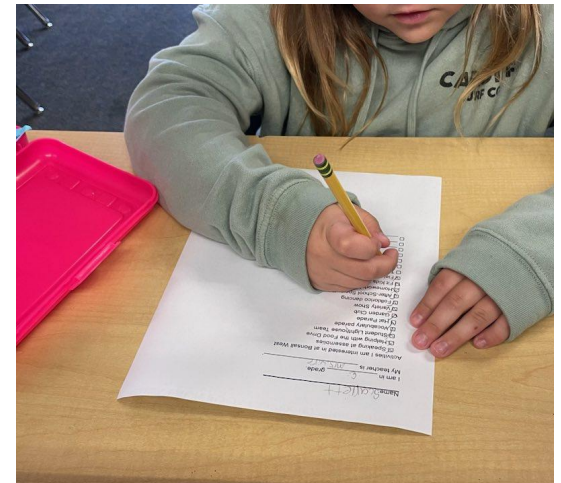
Parent Newsletters every Friday from all Principals...

## Priority 4.1: Parent Outreach

Let's talk about survey results...

Current student-identified barriers to participation include:

- School not offering sports and/or clubs of interest
- *School does not offer performing arts of interest*
- Students are working to improve grades for sports eligibility
- *Transportation*
- Friends don't participate in activities



IEP Team Activity Student Participation Checklist

# **Cardiff School District**

## CAC Priority Worksheet

District Name: Cardiff School District

Group members: Shauna Gilbert, Director of Special Education

Kristin Fay, Parent

## 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>



A CAC Family Letter was sent out with a link for families to indicate interest in a Special Education Family Meet Up Day. We will be meeting on April 13, 2024 at Glen Park from 2-4pm!

Special Education Family Meet Ups

The final chosen times, days and locations will come in a follow up email. Meet ups will occur at either Cardiff School or Glen Park playground areas.

Parent Name \*

Short answer text

Student Name(s) \*

Short answer text

Please chose any days that you may be available to come to a special education family meet up:

- ☐ March 16, 2024 2pm-4pm
- ☐ April 13, 2024 10am-12pm
- ☐ April 13, 2024 2pm - 4pm







# CARDIFF SCHOOL DISTRICT



## Spirit Day, Kindness Day

We will be preparing for Kindness Week with our spirit day of Kindness on Friday January 26th! Cardiff Way Assembly will also be that day at 8:30am



## Cardiff Way Assembly

Our next Cardiff Way Assembly will be Friday January 26th at 8:30am



## Ability Awareness Week

Along with Kindness Week we will be celebrating Ability Awareness Week January 29th through February 2nd with fun activities and speakers!

# Ability Awareness Week was full of fun and learning!

## Ability Awareness Week

### Monday

Grade Level	Class Activities	Self-Guided Options	Video Ideas	Book Suggestions
Kindergarten	What is a Disability? Trust Walk	ASL Coloring Pages	Kids Meet a Deaf Person Through the Eyes of Deaf Children	Proud to be Deaf
First	What is a Disability? Listening Activity	ASL Alphabet	Kids Meet a Deaf Person	Proud to be Deaf
Second	What is a Disability? Visual Impairment	ASL Alphabet	Just Ask: Sensory Disability Awareness Kids Meet a Deaf Person	El Deafo
Third	What is a Disability? Hearing Impairment-Activity 2 pg.7	ASL Alphabet ASL Basics: 25 Signs	Kids Meet a Deaf Person Disability Awareness	El Deafo
Fourth	What is a Disability? Communication Disorder-Activity 2 p.6	ASL Alphabet ASL Basics: 25 Signs	Kids Meet a Deaf Person Disability Awareness	She Touched the World
Fifth	What is a Disability? Vision Impairments-Activity 2 p.16	ASL Alphabet ASL Basics: 25 Signs	Kids Meet a Deaf Person Disability Awareness	She Touched the World
Sixth	What is a Disability? Vision Impairments-Activity 2 p.16	ASL Alphabet ASL Basics: 25 Signs	Kids Meet a Deaf Person Disability Awareness	She Touched the World

### Grade Level Discussion Questions



Guess who is coming to visit you soon?  
Four Amazing Miniature Therapy Horses who take their Job Seriously!

Amazing Mini Miracles, miniature therapy horses, will be visiting you soon. Let us introduce you to our four miniature therapy horses you will meet. We would also like to tell you about 5 safety precautions you must always take when you are around horses.

### Meet Charm



She jumps through hoops!



She plays basketball!  
<https://www.youtube.com/shorts/IH17-vStxUQ>



She is even a model on the runway at the Del Mar Bridal Bazaar Fashion Show!  
<https://www.youtube.com/watch?v=mujLEKCCMrk>





# **Del Mar Union School District**



## CAC District Priorities Meeting Worksheet

District Name: Del Mar Union School District

Group members: Maria del Mar Hinojosa (Parent Representative) Nadine Schick (Director of Special Education).

### Priority # 1:

4.2 Continue to increase communication and collaboration among the NCCSE, school districts, the CAC, and families with the purpose of building trusting partnerships and increasing meaningful participation that support students.

Goal:	Task(s)/Action(s) needed:	By Whom?	By when?
As a district team we will work to enhance parent engagement by creating <b>meaningful</b> and <b>accessible</b> tools that support <b>home to school</b> collaboration and communication.	<p>Create a <b>Welcome Packet</b> to support families whose students require an IEP to access their education that will include, amongst other things:</p> <ul style="list-style-type: none"> <li>- Links to the Parent Handbook</li> <li>- Links to CAC and NCCSE</li> <li>- Links to the district student services website</li> <li>- Links to opt-in to the Special Education Connections Newsletter</li> </ul> <p>Develop a <b>Special Education Connections Newsletter</b> with the support of special educators that provides meaningful information to parents 3-4 times per year that includes:</p> <ul style="list-style-type: none"> <li>- District updates and / or information, important dates, upcoming parent trainings and other pertinent information</li> </ul> <p>Offer 3-4 <b>meaningful parent trainings</b> throughout the 23-24 school year by a variety of educators including, but not limited to 1) specific schools/programs, 2) district or 3) SELPA that focus on topics that have been identified as areas of need or interest by parents and or staff</p> <p>After gathering frequently asked questions from our CAC parent representative, a comprehensive <b>Parent Handbook</b> will be developed to assist parents/guardians with better understanding the process of their child qualifying and being supporting through special education and related services.</p>	<p>Student Services Department</p> <p>Director of Special Education and Student Supports</p> <p>Student services department, school sites, NCCSE</p> <p>Director of Special education and Student Supports</p>	<p>- 23-24 school year</p>

# DMUSD Priority Action Update

4.2: As a district team we will work to enhance parent engagement by creating meaningful and accessible tools that support home to school collaboration and communication.

**Welcome Packet** - A Welcome Packet was developed for families that are new to special education. The packet is a one-pager with helpful links to important information. This welcome packet also links to our newly developed **DMUSD Special Education Parent Handbook**. Our hope is that our parents will be able to access this handbook to better understand special education and the IEP process.

**Rollout will occur during the 24-25 school year.**



## Special Education Parent / Guardian Handbook

# DMUSD Priority Action Update

## Special Education Newsletters

We have developed a *Special Education Connections Newsletter* that interested families can opt into receiving through our **distribution list**. We have sent **four newsletters** to date and hope to send a final newsletter by the end of the year.

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## Special Education Distribution List

As a district we believe that each student has unique strengths that will positively impact the community and the world. We offer a continuum of programming to meet the needs of our diverse learners in environments that foster student choice, curiosity and the joy of learning. Inclusion is a priority in our district, our educators look forward to collaborating with you to ensure your child accessing meaningful and purposeful inclusion.

If you would like to continue to receive the "Special Education Connections" newsletter please complete the information below. Additionally, if you have been receiving our newsletter and would like to opt-out of receiving future newsletters, please complete the information below.

This form will be reviewed periodically to ensure your preferences are updated accordingly.

## Special Education Connections

Fall 2023

### What is Special Education Connections?

A newsletter targeted to connect our families with news, resources, and important information for families whose children are accessing an IEP within Del Mar Union School District.

### Del Mar Union School District

Our Vision: Unrelenting pursuit of the extraordinary school experience.

Our Mission: To ignite genius and empower students to advance the world.

Belief Statement: We must seize opportunities to revolutionize the traditional school system to better prepare today's students. A wise investment in time and resources will radically change and improve the school experience.

# DMUSD Priority Action Update

## Parent Workshops

Workshops have been offered to parents by school site staff, district staff as well as through the support of NCCSE. To date we have been able to offer the following trainings:

- What is a SELPA? (x2)
- Nuts and Bolts of the IEP process
- AAC implementation
- A Deep Dive Into Procedural Safeguards (upcoming)

We have also included several NCCSE parent workshops with registration links via our ***Special Education Connections Newsletter***.

If you are the parent or guardian of a child who receives special education services, this workshop is for you! Learn about the nuts and bolts of the special education process from the perspective of an administrator and a parent, including the components of an IEP, how to prepare for IEP meetings, rights and responsibilities, and how to create partnerships that work for yourself and your child.

This workshop is open to participants in the Solana Beach, Del Mar, Encinitas, and Cardiff school districts.



## NCCSE Parent Workshops

### Upcoming Parent Workshops

#### On-Demand NCCSE Trainings:

[Augmentative and Alternative Communication \(AAC\) - Basic Implementation Strategies](#)  
[Navigating Through the Day One Step at a Time](#)

#### Online NCCSE Trainings:

[Parenting the Love and Logic Way](#) - Cohort 2

4:00 pm to 6:00 pm

- April 4, 2024
- April 11, 2024
- April 18, 2024
- April 25, 2024
- May 2, 2024
- May 9, 2024

#### [A Deep Dive Into Your Procedural Safeguards](#)

April 8, 2024, from 4:00 p.m. - 6:00 p.m.

April 16, 2024  
9:00 a.m. - 12:00 p.m. PT

Skyline  
Elementary  
School Theater  
600 Lomas Santa  
Fe Solana Beach,  
CA 92075

# **Encinitas School District**





## CAC District Priorities Meeting Worksheet

District Name: Encinitas\_\_\_\_\_

Group members: Maria Waskin, Tracie Davee, Jeff Amanda Reuther; Jeff Ladman; Sarah Brown\_\_\_\_\_

### Priority # 1

<u>Goal :</u>	Task(s)/Action(s) needed:	By Whom?	By when?
1.2 Access to social inclusion	<p>Continuation of goal from 22-23 to enhance recess offerings: Recess recharge to create spaces at recess for all students to feel welcome and engaged. Focus on some activities where our students can shine (Star Wars or Lego Clubs). Examples include:</p> <ol style="list-style-type: none"><li>1. "Recess lounge" or alternative indoor or under tent space for board games and other interactive arts and crafts. Supervised by TRAC teacher, school psych, counselor or <u>other</u> volunteer.</li><li>2. Student led clubs and <u>activities</u></li><li>3. Keep libraries open at recess as a space for quieter activities under supervision of library media <u>aides</u></li></ol>	CAC team, TRAC teachers, school psychologists, principals	ongoing 

Priority #5			
Goal:	Task(s)/Action(s) needed:	By Whom?	By when?
5.1	<p>Work with SDUHSD around transition practices to enhance parent understanding of options at the middle school and create clear understanding of how EUSD supports and programs translate into the middle school setting</p>	<p>Student services staff: Director, Program Specialists, Inclusion ToSA</p>	<p>March 2024</p>





**Music Club**



**Projects**

**EUSD expands alternative recess options, creating clubs, and kindness committees to support students who struggle to find groups to join and who have social facilitation needs.**



**TRAC (SEL) teachers and school counselors helped to create inviting spaces and activities and to oversee student clubs and alt recess options. They are key to the success of alternative recess.**



**Mission Kindness Club**





The Kindness Clubs offer training to students who patrol recess and find students who need a little extra help to play.



**La Costa Heights Kindness Club**

**Capri  
Everyone Club**



**El Camino Creek Kindness Club**



**Mission Estancia  
for Kindness**





**Libraries open for alternative activities**

Libraries/Media Centers are open and staffed during recess to provide a space for quieter games, arts and crafts and reading for students who benefit from a lower sensory space.



**Facilitated Outdoor Activities**



**Buddy time at recess**

Buddy programs offer interaction opportunities at recess facilitated by trained adults.



**Facilitated buddy time**

**This year, EUSD has expanded “alternative recess” options. ALL schools offer Alt Recess options, ALL libraries are open at recess with opportunities to read and to play table games or arts and crafts. ALL TRAC (SEL) teachers offer an alternate space for facilitated interactions at least a few days a week. Schools with SDCs offer buddy programs.**

**No student is without an option at recess!!!**



# **Fallbrook Union elementary School District**





## CAC District Priorities Meeting Worksheet

District Name:     FUESD    

Group members:     Stephenei Martinez, May Picket, Sarah Salberg, Jill Price, Solene Trujillo    

### Priority # 4 Communication/Access to Information

Goal :	Task(s)/Action(s) needed: <input type="checkbox"/>	By Whom?	By when?
4.1 Parent Outreach	FUESD will continue to engage parents in the IEP process by: Providing "Welcome" Folders filled with pertinent SELPA/District/Site information.	District SPED Staff and Case managers	January 2024
4.2 District-Home Communication	FUESD will push out district level resources regarding students with disabilities to families quarterly via email and text messaging. These messages will encompass invitations to virtual parent information nights, NCCSE PD and events, as well as, updates on how to help parents become more involved in their child's IEP.	District SPED Staff and Case managers	June 2024

# Fallbrook Union Elementary School District CAC Priorities Updates 2023-2024

- 4.1 Parent Outreach
  - “Welcome” folders
  - PLC Lead monthly meetings with a focus on PAP\*
  - SpEd 411 newsletter with a focus on PAP\*
- 4.2 District-Home Communication
  - Video series resources on website
  - Sites based resources shared with families
  - PTC structure
  - NCCSE PD monthly push out

\*PAP= Parents as Partners

## SPECIAL EDUCATION

What is Special Education

Assessing for Special  
Education Services

Parents as Partners

Parent Resources

## Parent Resources

### Video Tutorials/Resources

- [The IEP Team Process: Chapter 1 – IDEA and IEPs \(English\)](#)
- [Capítulo 1 – IDEA y IEP \(Spanish\)](#)
- [The IEP Team Process: Chapter 2 – The IEP Team \(English\)](#)
- [Capítulo 2 – El Equipo IEP \(Spanish\)](#)
- [The IEP Team Process: Chapter 3 – What's Included in the IEP \(English\)](#)
- [Capítulo 3 – El Proceso del Equipo del IEP \(Spanish\)](#)
- [Behavior Basics](#)
- [Zones of Regulation](#)
- [January 2023 Parent Training – SELPA](#)
- [What is included in the IEP \(English\)](#)
- [The IEP Team Process \(Spanish\)](#)
- [Accommodations, Modifications, and the Least Restrictive Environment](#)

### Website Resources

- [Mrs. Tara Etheridge, FUESD School Psychologist and District Autism Specialist](#)
- [Child Mind Institute](#)
- [Military One Source](#)
- [AFIRM \(Autism Focused Intervention Resources and Modules\)](#)
- [Social Thinking](#)



## SpEd 411

February 2024

### Excellence in Education Nomination

[Excellence in Education Nomination](#)

Hello Ed Specialists, Speech Pathologists, School Psychologists, Adaptive PE Teachers, Occupational Therapists and Physical Therapists!

Our group has grown to 81 “teachers!” We serve 1140 SWDs (Students with Disabilities) with 84 pending. We do amazing work day in and day out. The world of special education sure seems to be a thankless job. We put in countless hours to creatively find ways to best serve our students, navigate collegial relationship, balance hundreds of schedules, respond to parents’ requests, encourage, inspire and motivate the toughest of the tough all with a smile-most days. Please take a minute to nominate a colleague for the NCCSE Excellence in Education Award. You are all deserving of this honor!



# **HOPE infant Family Support Program**





## CAC District Priorities Meeting Worksheet



District Name: HOPE Infant Family Support Program

Group members: Janna Piper, Renee Welch, Donna Santini – HOPE Senior Managers

### Priority # 1 – Academic and Social Inclusion: Access to academic inclusion and social inclusion

Goal:	Task(s)/Action(s) Needed:	By Whom?	By When?
Increase equitable inclusive opportunities and facilitate meaningful participation of HOPE children and families within the home, family, and community.	Meet monthly with the HOPE Inclusion Planning and Implementation (P & I) Team.	Inclusion Team Members	July 2023 – June 2024
	Research current practices in inclusion and obtain professional development for implementing strategies with infants/toddlers.	Inclusion Team Members, HOPE Staff	October 2023
	Maintain supportive relationships with current inclusion partners and establish new partnerships with Early Learning and Care (ELC) sites throughout the County.	HOPE Staff	July 2023 – June 2024
	Provide an information packet for families that will outline information regarding inclusion and inclusive opportunities. Create and maintain a countywide inclusion resource list for HOPE families.	Inclusion P & I Team Members, HOPE Staff	June 2024



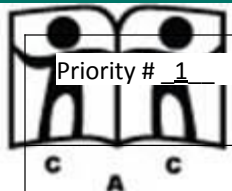
**Increase equitable opportunities and facilitate meaningful participation of HOPE children and families within the home, family, and community.**



The Inclusion Planning and Implementation Team meets twice monthly to develop new policies and procedures around inclusion and increasing equitable opportunities for HOPE children and families. Progress toward the goal:

- Working with an Early Education Special Education Coordinator to assist in building capacity within Early Learning and Care (ELC) sites across the County
- Revised the HOPE Parent Handbook to add specific language around inclusion and program offerings
- Partnered with WestEd to design professional learning units for staff that focus on inclusion
- Established a HOPE Monthly Newsletter with family resources that include opportunities with the community

# **North County Academy**



Priority # 1

# Academic and Social Inclusion

## 1.4 Schoolwide and Personal Safety

North County Academy will adopt and implement a schoolwide PBIS system (Positive Behavior Intervention and Support) aimed at establishing positive student culture and individualized behavior supports necessary to create a safe and effective learning environment for all students

### Task(s)/Action(s) needed:

- PBIS kick-off meeting/follow-up training to start the school year.
- Monthly PBIS Committee Meetings  
(Discussions PBIS Program / Data Collection and Breakdown)
- Monthly Data Share out w/ All Staff
- Targeted Behavior Meetings (Creating Targeted Student Behavior Goals and Action Plans)
- Designing/Ordering of PBIS Posters/Banners/Flags

### By Whom?

S. Gotowala  
Marcus Jackson

S. Gotowala (Admin)  
A. Bates (Classified)  
C. O'Hea (Certificated)  
M. Barnett (Psychologist)  
P. Huber (Classified)  
E. Spencer (Certificated)

PBIS Committee

All Staff

PBIS Committee

### By when?

8/18/23

Monthly

Monthly

Monthly

11/2023

Goal :	Task(s)/Action(s) needed:	By Whom?	By when?
<p>North County Academy will hire an All SDCOE Therapeutic Team consisting of 3 School Social Workers/MFTs and a School Psychologist to run and oversee the therapeutic program at North County Academy.</p>	<ul style="list-style-type: none"> <li>NCA will Interview and Hire a School Psychologist to help run and oversee the therapeutic program.</li> </ul>	SELPA and School Admin	9/2023
	<ul style="list-style-type: none"> <li>The SELPA Director and NCA Admin Team (Principal and School Psychologist) will meet to discuss Therapeutic Program/NCA Updates/Progress and Plans to hire Social Workers/MFTs</li> <li>NCA will interview and Hire a School Social Worker/MFT</li> <li>NCA will interview and Hire a School Social Worker/MFT</li> <li>NCA will interview and Hire a School Social Worker/MFT</li> </ul>	SELPA and School Admin	Monthly
		SELPA and School Admin	9/2023
		SELPA and School Admin	3/2024
		SELPA and School Admin	6/2024



# NCA Priority Goal #1 Progress

## 1.4 Schoolwide and Personal Safety

PBIS “Kick Off” (Aug. 23, 2023 to Aug. 31, 2023)

SWIS (Schoolwide Information System for Data Collection up and running)

Monthly PBIS Committee Meetings

Monthly All-School PBIS Meetings

Monthly Targeted Behavior Meetings (Using Data to pinpoint areas of need/concern. Develop Goal and Action Plan)

Designed PBIS Posters and Banners



# NCA Priority Goal #2 Progress

## Social Emotional Wellness-Psychological Supports

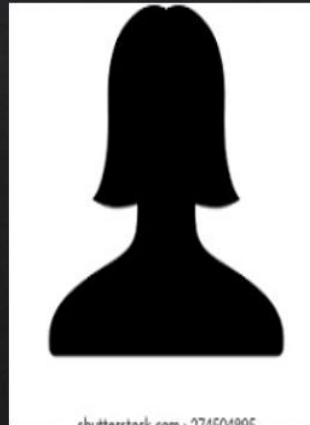
Mary Barnett  
School Psychologist



Brittany Schiff  
School Social  
Worker



Arrua Keerl  
School Social  
Worker



In Progress



# **Oceanside Unified School District**





Group members: \_Dr. Deborah Montoya, Dr. Nancy Tibbitts, Kim Maier, Veronica Garcia

### Priority # 1: Academic and Social Inclusion, 1.3: Ability Awareness Activities

Goal : 1	Task(s)/Action(s) needed:	By Whom?	By when?
Create 12 videos for disability awareness months.	<ol style="list-style-type: none"><li>1. Collaboration between, Director of Special Education, Director of Communication, Director of Diversity, Equity and Inclusion and Caregiver Support Coordinator about creating ability awareness videos for Down Syndrome, autism and mobility awareness.</li><li>2. Collaborate with caregivers who have students who have autism, Down Syndrome and mobility awareness do get their input on what they believe is important to be included in the videos to increase awareness for their children.</li><li>3. Contact parents to get their consent to have their child to be featured in a video that will be shared on Oceanside virtual platforms</li><li>4. Create videos for mobility awareness, Down Syndrome and autism: one for each of the following areas: general information, two videos featuring students from Oceanside and people have these disabilities who have achieved great things.</li><li>5. Share the videos on Oceanside social media platforms, internal Oceanside newsletter,</li></ol>	Director of Communication, Director of Diversity, Equity and Inclusion, Director of Special Education, and Caregiver Connection Coordinator and Caregivers.	October 2023  April 2024  May 2024

	newsletter to administrators, Caregiver Connection Newsletter and to all special education staff.		
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# Down Syndrome Awareness Month



Priority # 3: Self-Determination and Self Advocacy, 3.1: Self-advocacy, choice-making and self-determination best practices training for general and special educators (including paraprofessionals, administrators and families, and students)

Goal : 2	Task(s)/Action(s) needed:	By Whom?	By when?
<p>Create common language throughout Oceanside system and Caregivers about what self-determination and self-advocacy are.</p>	<ol style="list-style-type: none"> <li>1. Collaboration with the Director of Special Education Director of Communication, Director of Diversity, Equity Caregiver Support Coordinator about looking at definitions and best practices around self-determination and self-advocacy.</li> <li>2. Collaborate with caregivers to discuss self-determination and self-advocacy terms and best practices and what they think their children would need in order to improve their self-advocacy and self-determination skills.</li> <li>3. Create infographics defining both and how they could be used throughout the system, both for general education and students who have IEPs. This will be created for each of the grade bands.</li> <li>4. Infographics will be shared</li> <li>5. Share the videos on Oceanside social media platform, internal staff Oceanside newsletter, newsletter to administrators, Caregiver Connection Newsletter and to all special education staff.</li> </ol>	<p>Director of Communication, Director of Diversity, Equity and Inclusion, Director of Special Education, and Caregiver Connection Coordinator and Caregivers.</p>	<p>January 2024</p> <p>April 2024</p>

# **Self-Determination and Self-Advocacy** **Common Language**

# **Rancho Santa Fe School District**



## CAC District Priorities Meeting Worksheet

District Name: Rancho Santa Fe

Group members: Tamatha Parker and Chondra Brown

### Priority # 4.1

Goal :	Task(s)/Action(s) needed:	By Whom?	By when?
Parent Communication	<ul style="list-style-type: none"><li>*More informal opportunities to meet with parents and answer general questions about special education programs.</li><li>*Update of the district website (specifically the special ed page)</li><li>*Monthly newsletter to families</li></ul>	<ul style="list-style-type: none"><li>*Director of Sped</li><li>*IT Department</li><li>*Superintendent and principal events</li></ul>	<ul style="list-style-type: none"><li>*Beginning January 2024</li><li>*Another breakfast with the <u>superintendent</u> in March 2024</li><li>*Continued informal parent events during the 24-25 school year</li><li>*Website updated by August 2024</li></ul>





## CAC District Priorities Meeting Worksheet

District Name: Rancho Santa Fe

Group members: Tamatha Parker and Chondra Brown

### Priority # 1.5

Goal :  
Academic and Social  
Inclusion

Task(s)/Action(s) needed:

- \*Whole school training on students with neuro diverse needs and how to support them in the least restrictive setting
- \*Providing more robust and meaningful professional development to instructional assistants working with students so they are better supported within the mainstream setting.
- \*Inclusive education training for general education teachers

By Whom?

- \*Director of Sped
- \*Agencies with expertise in areas of need
- \*NCCSE trainings

By when?

- \*Beginning March 2024
- \*Another training in April 2024
- \*Continued professional develop full day trainings in August 2024

# **San Marcos Unified School District**



## CAC District Priorities Meeting Worksheet

District Name: San Marcos Unified School District

Group members: Peggy Zapata, Lori Cummins, Adam Dawson

Priority # <u>1</u> Academic and Social Inclusion			
Goal :	Task(s)/Action(s) needed:	By Whom?	By when?
1.1 Access to academic inclusion	Extensive summer training for both general education and special education staff members in grades 6-12 prior to the start of the school year on effectiveness and implementation of Co-teaching	Assistant Director of Special Education and already established team members that have skillfully establishe efficient systems	August 2023
1.2 Access to social inclusion			
1.5 Inclusive education training for general and special educators	Observation and targeted coaching of co-teaching teams creating a continous feedback and adjustment cycle	Special education leadership as well as site administrators	Monthly 2023-2024 school year
	Increase the number of co-taught classrooms and continue to work with site administration related to master scheduling and effective use of the model for the students with disabilities	Special education leadership, school counselors, department leads and site administration	Spring 2024

## SMUSD TRAINING: CO-TEACHING



AUGUST 7, 2023  
AUGUST 8, 2023

August 2023

### Co-Teaching Kickoff Training

60 co-teachers from  
seven Secondary  
sites in SMUSD  
participated in a  
kick-off training

WHAT WE DO  
Special Olympics Unified Champion Schools®



#### SMUSD Co-Teaching "Look-Eggs"

- 1. Positive Classroom Environment**
  - Students are in flexible, heterogeneous groups.
  - All adults respond respectfully to each other and to students.
  - Students are given opportunities to make personal connections to their learning.
  - Teachers use a variety of strategies to keep students actively engaged in a lesson.
- 2. Evidence of Collaborative Planning**
  - There is evidence of preplanning that addresses the curriculum.
  - Student-centered / active participation (EEI) learning activities are used within a lesson (w/ preplanned grouping considerations).
  - Class time is used effectively.
  - Both adults implement behavioral support when appropriate.
- 3. Evidence of Parity**
  - All adults are actively engaged in the instructional process.
  - Co-teacher and IA (if applicable) are included as responsible contributors to the entire class.
  - Both teachers share responsibilities for classroom management.
  - Both teachers respond to student requests for assistance.
  - Both teachers provide feedback to students.
  - Students ask both teachers for assistance.
  - The names of both teachers are displayed in the classroom/on the door.
- 4. Instructional Best Practices**
  - Teachers plan for learner variability by providing multiple means of engagement, representation, and expression.
  - Teachers use a variety of active student strategies designed to reach and engage all learners for instruction.
  - Teachers group and regroup students for instruction in a variety of ways (i.e. learner styles, abilities, interests, and instructional focus), not just on the basis of ability alone.
  - Collaborative learning activities are used within a lesson (with pre-planned grouping considerations).
  - Structured peer support strategies in classes for enhancing social, academic, and academic performance.
  - Help students overcome academic challenges are explicitly taught.
  - Help students overcome academic challenges are explicitly taught.
- 5. Accommodations**
  - Accommodations are needed for meaningful participation in instructional activities.
  - Assistive Technology is used as needed for meaningful participation in instructional activities.
  - Accommodations for students are incorporated into all instructional activities.

Ongoing

### Co-Teaching Classroom Visits & Coaching Sessions

9 pairs were solicited to participate  
in a more in-depth Co-Teaching  
Coaching Cycle.

May 2024

### Co-Teaching Training Video

training video capturing SMUSD co-teaching  
pairs from all Secondary sites specifically  
targeting one or more of the co-teaching  
models.



©  
publicdomainvectors.org



## SMUSD Co-Teaching Training Links

8/7 & 8/8

### Training Materials

- [Presentation](#)
- [Packet](#)
- [SMUSD Co-Teaching Expectations](#)
- [SMUSD Co-Teaching Classroom Look-For's](#)

### Communication Tools

- Sample - [Letter to Families about Co-teaching \(make a copy to edit\)](#)
- Sample - [Unit Calendar](#)

Paper versions are given to students, and one of us writes on it to model keeping track of assignments. We also have a digital version that we keep up with and add links as needed. Here is an [example of the email](#) we send to all adults.

### Student Organization / Assessment Tools

- [How to video on linking assignments from GC into Student and Parentvue.](#) (For SMUSD only; sensitive student info might be visible)
- [Open Rubric Example](#)
- [Emoji Rubric](#)



# **San Dieguito Union High School District**



**It is not  
inclusion if you  
invite people  
into a space you  
are unwilling to  
change.**

Muna Abdi

### **SDUHSD Intention:**

Focus on building meaningful inclusion within our social/fun/extracurricular events in order to build real “community”. In order to achieve that, we knew we had to be really “thoughtful” in planning the events.

### **SDUHSD Changes/Additions:**

- Intentional staff pairings to support students,
- Priority access to venue (to frontload students, give them time to acclimate to space, etc)
- Enough staff to support sensory breaks and anything “unexpected” as needed,
- Sensory room near venue (where possible),
  - continued research for 2024/25+ venues to ensure that "sensory rooms" are available as part of the contracts,
- Indoor/outdoor locations for dance,
- Inviting/Encouraging “best buddies” and “PALS” to join,
- Flexible arrival/departure times
- Ability awareness activities and presentations for all students



## CAC District Priorities Meeting Worksheet

District Name: San Dieguito Union High School District

Group members: Tiffany Hazlewood, Andrea Siler, Nicole Edgett

Priority # \_\_ 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, including students with significant disabilities and those with behavioral concerns.	<ul style="list-style-type: none"><li>- Proactive collaboration between students, site administration, parents on-site advisory, and special education staff to ensure access for students with disabilities to be fully and meaningfully included in extracurricular activities (games, school-based activities, dances, etc) through the development and implementation of adaptations such as sensory rooms and tools, front-loading opportunities, strategically planned entrances/exits, peer buddies, increased adult support, policies, etc</li><li>- Specifically, in 2023/24, each site to identify at least one large-scale extracurricular event and comprehensively plan a clear set of expectations and processes to ensure accessible and equitable access to extracurricular activities for students with disabilities.<ul style="list-style-type: none"><li>- Planning team can include:<ul style="list-style-type: none"><li>- Site Admin</li><li>- ASB Students</li><li>- Best Buddies Students</li><li>- Other Student Leaders</li></ul></li></ul></li></ul>	-All 10 school sites (M.S., H.S. and Adult Transition)	-May 31, 2024





**SDUHSD Outcomes 23/24:**

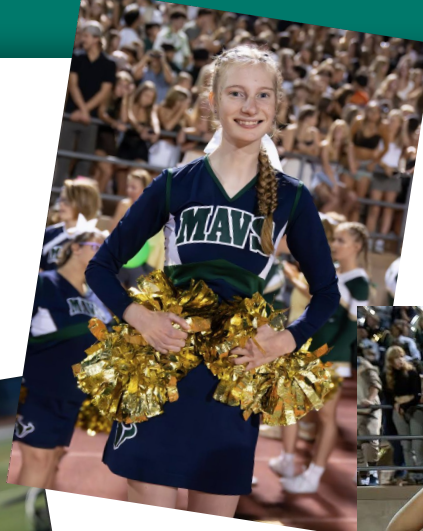
- Torrey Pines HS
  - Winter Formal
- C.O.A.S.T. Academy
  - 1st Annual Prom
- Diegueno MS
  - “Inclusion in Action” month
- Carmel Valley MS
  - Bobcat 500 Races
- Pacific Trails MS
  - Timeless Dance
- La Costa Canyon HS
  - Stampede Squad-Homecoming and LCC Dance Showcase
- Canyon Crest Academy
  - Prom
- Oak Crest MS
  - House Relay Color Wars





## SDUHSD Next Steps:

- More Events/Opportunities
- New Ideas
- Daily Efforts



We will know that  
**INCLUSIVE EDUCATION**  
has really become  
**EMBEDDED IN OUR CULTURE**  
when the term becomes obsolete.



From *Choosing Outcomes and Accommodations for Children*, Third Edition, by Michael F. Giangreco et al.



# **Solana Beach School District**





## Outcomes:

- 4 Parent Advisory Council Meetings
- Monthly Parent Coffees
- First Evening Social Hour
- Integration into PTA/PTO leadership
- Event Planning Support (e.g. Glow Dance with quiet sensory room)
- Development of Mission Statement
- Hosting an IEP nuts and bolts training in our district
- Parent representative at each school site connecting with PTO/PTA, principal, site staff, and families







## CAC District Priorities Meeting Worksheet

District Name: Solana Beach School District

Group members: Jomi Richard, Danielle Adams, Kim Pinkerton, Robyn Hubbard

### Priority # 4

Goal :	Task(s)/Action(s) needed: <input type="checkbox"/>	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.	Quarterly meetings with diverse SBSD parent/guardian committee composed of parents/guardians of students with disabilities from each of the eight sites within the district as well as district special education staff known as the Parent Advisory Council (PAC)	PAC members, SBSD staff	Starting October 2023
	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.	PAC members, SBSD staff	By May 31, 2023
	Monthly scheduled coffee meet ups with PAC members and SBSD families	PAC members	Starting August 2023
	The PAC will have three subcommittees: Social, Communication, and Education. These subcommittees will embark on setting up structures to support parent outreach	PAC members, SBSD staff	Ongoing



## In Progress:

- Website development
- PAC Welcome Packet for families
- Parent FAQ development
- Monthly birthday party socials
- Inclusion opportunities at all school sites
- Transition support for students, staff, and families



# **Vista Unified School District**



# Vista Unified Priorities Updates



**Group members:** Parent Representatives: Michelle Ohnstad and Olga Quiroz; Education Specialist, Cassandra Ratigan; VUSD Director, Nereida Gutierrez; VUSD Coordinator, Steffanie Rupp; Special Education Community Liaison, Doris Cruz.

## Priority # 1:

### Academic and Social Inclusion

#### Goals:

- 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

#### Tasks/Actions Needed:

Inclusion Workshop for Families at one of our elementary sites  
Inclusion Workshop for Families presented by the Special Education Department

Ability Awareness programs at designated elementary sites

Unified Sports at Madison Middle School

#### By Whom?

Special Education Department  
School Site Staff  
Inclusion and Transition Teachers on Special Assignment

#### By When?

End of 2023-2024 school year

## Priority # 4:

### Communication/ Access to Information

#### Goals:

- 4.1 Parent Outreach
- 4.2 District-home communication
- 4.3 Parent/school communication for parents of limited English proficiency

Tasks/Actions Needed:  
District appointed CAC members who reflect the diversity of families within the district.

Workshops and public presentations on topics such as: the IEP Process, Inclusion, Regional Center, the Transition Process.

Parent forum meetings (English and Spanish), including newsletters with links for resources and teacher highlights on district and school websites.

Parent welcome packet with IEP information, resources and contacts (English & Spanish)

#### By Whom?

Special Education Department  
School Site Staff  
Inclusion and Transition Teachers on Special Assignment

#### By When?

End of 2023-2024 school year



# ◆ VISTA PRIORITIES UPDATES ◆



- 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





# ◆ VISTA PRIORITIES UPDATES ◆



## Priority #4: Communication/Access to Information

### 4.1 Parent Outreach

### 4.2 District-home communication

### 4.3 Parent/school communication for parents of limited English proficiency



SPECIAL EDUCATION PARENT AND GUARDIAN WORKSHOPS					
Workshops for Spanish-Speaking Parents	Workshops for English-Speaking Parents	Workshops for Parents with Limited English Proficiency	Workshops for Parents with Limited English Proficiency	Workshops for Parents with Limited English Proficiency	Workshops for Parents with Limited English Proficiency
<b>Workshop 1: Introduction to Special Education</b> This workshop is designed to provide parents with a basic understanding of special education. It covers topics such as the Individuals with Disabilities Education Act (IDEA), the role of the school district, and the process for identifying a child with a disability.	<b>Workshop 2: Individualized Education Program (IEP)</b> This workshop is designed to provide parents with a basic understanding of the Individualized Education Program (IEP). It covers topics such as the purpose of the IEP, the role of the IEP team, and the process for developing an IEP.	<b>Workshop 3: Due Process</b> This workshop is designed to provide parents with a basic understanding of the due process procedure. It covers topics such as the purpose of due process, the role of the hearing officer, and the process for filing a complaint.	<b>Workshop 4: Mediation</b> This workshop is designed to provide parents with a basic understanding of the mediation process. It covers topics such as the purpose of mediation, the role of the mediator, and the process for filing a request for mediation.	<b>Workshop 5: Arbitration</b> This workshop is designed to provide parents with a basic understanding of the arbitration process. It covers topics such as the purpose of arbitration, the role of the arbitrator, and the process for filing a request for arbitration.	<b>Workshop 6: Litigation</b> This workshop is designed to provide parents with a basic understanding of the litigation process. It covers topics such as the purpose of litigation, the role of the court, and the process for filing a lawsuit.



TALLERES PARA PADRES Y TUTORES LEGALES DE EDUCACIÓN ESPECIAL					
Taller 1: Introducción a la Educación Especial	Taller 2: Programa Individualizado de Educación (P.I.E.)	Taller 3: Debido Proceso	Taller 4: Mediación	Taller 5: Arbitraje	Taller 6: Litigio
<b>Taller 1: Introducción a la Educación Especial</b> Este taller está diseñado para proporcionar a los padres una comprensión básica de la educación especial. Cubre temas como la Ley de Educación de los Individuos con Discapacidades (IDEA), el papel del distrito escolar y el proceso para identificar a un niño con una discapacidad.	<b>Taller 2: Programa Individualizado de Educación (P.I.E.)</b> Este taller está diseñado para proporcionar a los padres una comprensión básica del Programa Individualizado de Educación (P.I.E.). Cubre temas como el propósito del P.I.E., el papel del equipo del P.I.E. y el proceso para desarrollar un P.I.E.	<b>Taller 3: Debido Proceso</b> Este taller está diseñado para proporcionar a los padres una comprensión básica del procedimiento de debido proceso. Cubre temas como el propósito del debido proceso, el papel del juez de audiencias y el proceso para presentar una demanda.	<b>Taller 4: Mediación</b> Este taller está diseñado para proporcionar a los padres una comprensión básica del proceso de mediación. Cubre temas como el propósito de la mediación, el papel del mediador y el proceso para presentar una solicitud de mediación.	<b>Taller 5: Arbitraje</b> Este taller está diseñado para proporcionar a los padres una comprensión básica del proceso de arbitraje. Cubre temas como el propósito del arbitraje, el papel del árbitro y el proceso para presentar una solicitud de arbitraje.	<b>Taller 6: Litigio</b> Este taller está diseñado para proporcionar a los padres una comprensión básica del proceso de litigio. Cubre temas como el propósito del litigio, el papel del tribunal y el proceso para presentar una demanda.

# **Carlsbad Unified School District**



District Name: Carlsbad Unified School District

Group members: Tim Evanson, Lisa Hwang, Yolie Loughlin, Brent Nielsen

Priority # 1.2. Access to social inclusion and 1.3 Access to academic inclusion

Goal : 1.2. Access to social inclusion

Expand the culture of social inclusion through increased student participation in clubs, sports, and ability awareness activities.

Task(s)/Action(s) needed:

- **Unified Sports development in year 2**
- **Best buddies program:** send out information to all CUSD schools on how to start a chapter at their school site.  
Information to include:
  - Videos
  - General information about the Best Buddies program
  - Steps for starting Best Buddies program
  - Fundraising list/ideas (funds required for H.S. only)
  - Contact information for chapter liaisons/coaches
- **Compassion day:**
  - Expand compassion day to all elementary school sites
  - Send out information to all CUSD schools on how to start a compassion day/template for what it can look like, and purpose behind it (different at elementary & secondary)

**By Whom?**

Sarah Shea - SAI functional skills

Josh Liston - SAI functional skills

Sped team in collaboration with site admin at all levels.

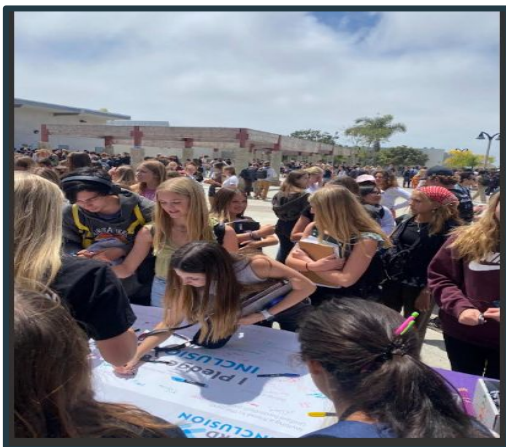
**By when?**

1/26/2024

3/15/2024

6/6/2024





## Unified Physical Education Resources

SECOND EDITION



Unified  
Champion  
Schools®



Join us for a Professional Development Day hosted by the  
San Diego Unified School District Athletics Department  
and Special Olympics Southern California



**WHEN:** Thursday, March 7, 8:30am - 12pm

**WHERE:** Clairemont High School, 4150 Ute Dr.

**Two classes will be offered, participants may attend one:**

### Unified Champion School How-to: Preschool and Elementary School Implementation

What does a Unified Champion School at the Preschool and Elementary School level look like? Garden Grove USD veteran PE teacher and Adapted PE Dept. Chair Brittany Schmitt shares her best practices with new schools as she walks through Unified Champion School (UCS) implementation - from building a site leadership team to what the three components of UCS can look like on your campus. This session is appropriate for EEC, Pre-K and Elementary Staff, Educators and Administrators of all disciplines.

### Unified Physical Education: <<<New Pilot Course for the District>>>

San Diego USD veteran PE and Unified PE educator Lori Schmersal walks you through best practices in the implementation of Unified P.E., a unique opportunity for students with and without disabilities to come together through ongoing educational and physical activities. The Unified P.E. course is structured around the national physical education standards and grade-level outcomes. Additionally, the class supports the development of leadership skills for all students as well as the empowerment of ALL students to foster an inclusive class and school-wide environment.

This session is appropriate for Middle and High School Educators and Administrators.



Scan QR code to register or click on this [link](#).

Questions? Contact: Melissa Erdmann at [merdmann@sosc.org](mailto:merdmann@sosc.org)

[Learn more](#) about Special Olympics Unified Champion Schools

# Apply to be a PROM BUDDY

PROM BUDDIES ARE PEOPLE  
WITHOUT DISABILITIES WHO ESCORT  
A STUDENT WITH DISABILITIES TO  
CHS' PROM ON MAY 11TH.

### REQUIREMENTS:

- Must be a sophomore or above
- Meet your buddy at the San Diego Midway at the start of the dance
- Remain with your buddy for the entirety of the prom
- Contact your buddy before prom via text or phone call

APPLY BELOW



**1.3 Access to academic inclusion.**

**Increase teacher knowledge of instructional and non-instructional strategies that support inclusion for students with disabilities.**

- **Inclusive sports practices:**
  - Year 2 development of Unified Sports
  - Expand through multiple sports
  - Begin using funding for support projects (ie. coffee cart)
- Provide training related to inclusive teaching practices (co-teaching, collaborative teaching, and/or differentiated instruction
  - a. Train and support general education professionals on Universal Design for Learning (UDL), co-teaching and adaptations/modifications

Inviting teachers and administration to participate in compassion day & sharing newsletter highlighting compassion day throughout the district.

Identify barriers for students with disabilities accessing electives & discuss opportunities for removing these barriers for increased inclusion in elective classes.

Development of edcode 51225.3 diploma for students eligible to take the CAA and have classes aligned with state standards. Must be identified by 9th grade transition plan. CUSD going to expand this to students taking the sbac with consistent below standard scores and participating

APE and Sped teachers collab with sped coordinator.

6/6/2024

All site sped leads

6/6/2024

All site sped leads

6/6/2024

All site sped leads

6/6/2024

Sped coordinator

6/6/2024



# Carlsbad Unified Sports



CARLSBAD HIGH SCHOOL  
**UNIFIED BASKETBALL  
GAME SCHEDULE**

**FRIDAY, JANUARY 19**

 CARLSBAD UNIFIED	VS	CARLSBAD POLICE DEPT	3:45PM CHS GYM
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**FRIDAY, FEBRUARY 9**

 CARLSBAD UNIFIED	VS	CHS STAFF	3:45PM CHS GYM
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**MONDAY, MARCH 11**

 CARLSBAD UNIFIED	VS	TORREY PINES HIGH UNIFIED	6:00PM CHS GYM
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**WEDNESDAY, MARCH 20**

 CARLSBAD UNIFIED	VS	SAN MARCOS HIGH UNIFIED	6:00PM CHS GYM
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Special Olympics Unified Sports





One last round of





\* Required

### Community Advisory Committee (CAC) Priorities Survey 2024-2025

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 13, 2024.

**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 flier 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

- Educate staff, students, and parents on Mental Health support available on campus and off-campus.
- Teach student self-advocacy to identify personal Mental Health needs.

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

To be part of the subcommittee that will create the Priority Report for the 2024-2025 academic year, contact Heidi Marshall at [heidi.marshall@sdcoe.net](mailto:heidi.marshall@sdcoe.net) or 760-307-1509.



<https://bit.ly/4bRG63A>

# 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 '23-'24
  - b. New priorities report for '24-'25





# CAC Public Meeting

CAC Public Meeting -- Student led IEP  
Inclusion Discussion

Wednesday, April 17, 2024, 6:00-8:00 pm

CAC Executive board nominations due by  
April 2, 2024

Please email Heidi at [heidi.marshall@sdcoe.net](mailto:heidi.marshall@sdcoe.net)

Awards Ceremony  
Reminder,  
Wednesday,  
May 22, 2024  
6:30 pm



t h a n k

y o u