

Workgroup 1: Professional Learning & Instructional Practices

Identify opportunities and make recommendations related to professional learning, curriculum implementation, specially designed instruction, and evidence-based practices.

Goal: Identify practical action items SECAC members and community partners can lead or complete during the 2026–2027 school year.

Keep in mind: Focus on actions within SECAC's influence—not changes that require individual schools or CCPS to implement them.

1. Identify needs and opportunities

What information, resources, or learning opportunities would help families better understand and support students' academic, social, emotional, or behavioral needs?

What could SECAC create, share, or organize to help families partner effectively with educators and understand instructional supports?

Ideas to consider

Family-friendly information: plain-language explainers about specially designed instruction (SDI), evidence-based practices, IEP supports, or curriculum implementation.

Learning opportunities: parent Q&A, resource lists, short webinars, guest speakers, or practical examples families can use.

Useful deliverables: one-page guides, FAQs, curated links, or questions families can bring to IEP meetings.

2. Turn ideas into action items

Choose actions that are useful to families, realistic this school year, and within SECAC's influence.

Proposed action item	Lead / helpers	First step	Target date

3. Recommendations for the full committee

List your group's top 2–4 action items. Mark the top three recommendations for the full committee.

Reality check: Can members or community partners take the first step? Is the outcome specific and achievable this school year?

Workgroup 2: Belonging & Inclusive Practices

Identify opportunities to promote belonging, high expectations, meaningful participation, and consideration of the full range of student needs.

Goal: Identify practical action items SECAC members and community partners can lead or complete during the 2026–2027 school year.

Keep in mind: Focus on actions within SECAC's influence—not changes that require individual schools or CCPS to implement them.

1. Identify needs and opportunities

Where do families see barriers to belonging or meaningful participation that SECAC could help address through information, tools, or collaboration?

What could parents and caregivers share with schools, PTOs, or community groups to encourage welcoming and inclusive activities?

Ideas to consider

Family/community tools: a PTO or school-event inclusion checklist, accessible communication tips, or ideas for welcoming families.

Meaningful participation: practical ways to invite students with disabilities into clubs, celebrations, field trips, and school-community activities.

Belonging and high expectations: family stories, examples of inclusive practices, or a short resource that avoids assuming one approach fits every student.

2. Turn ideas into action items

Choose actions that are useful to families, realistic this school year, and within SECAC's influence.

Proposed action item	Lead / helpers	First step	Target date

3. Recommendations for the full committee

List your group's top 2–4 action items. Mark the top three recommendations for the full committee.

Reality check: Can members or community partners take the first step? Is the outcome specific and achievable this school year?

Workgroup 3: SECAC Events & Recognition

Support SECAC events, including the Resource and Transition Fair and Annual Awards Ceremony, through planning, communication, coordination, and recognition.

Goal: Identify practical action items SECAC members and community partners can lead or complete during the 2026–2027 school year.

Keep in mind: Focus on actions within SECAC's influence—not changes that require individual schools or CCPS to implement them.

1. Identify needs and opportunities

What would make SECAC events more useful, welcoming, and accessible to families?

What concrete tasks could members and community partners take responsibility for before, during, or after each event?

Ideas to consider

Resource & Transition Fair: provider outreach, family-friendly promotion, attendee guide, volunteer roles, or follow-up resource list.

Annual Awards Ceremony: nominations and reminders, clear nomination guidance, recognition messages, event materials, or volunteer coordination.

Reach and follow-through: communication templates, deadline calendar, post-event feedback, or sharing resources with families who could not attend.

2. Turn ideas into action items

Choose actions that are useful to families, realistic this school year, and within SECAC's influence.

Proposed action item	Lead / helpers	First step	Target date

3. Recommendations for the full committee

List your group's top 2–4 action items. Mark the top three recommendations for the full committee.

Reality check: Can members or community partners take the first step? Is the outcome specific and achievable this school year?

Virtual Workgroup: SECAC Priorities & Action Planning

A cross-topic working group contributing recommendations alongside the in-person groups

Your role: Look across all three priority areas and identify useful, realistic actions SECAC members and community partners can lead or complete this school year. Your recommendations will be shared with the full committee alongside the in-person groups' work.

1. Discuss the big picture

What are the most important needs families have that SECAC could address this school year?

What resources, events, or learning opportunities would be most valuable to families?

What can SECAC members and community partners realistically accomplish without relying on CCPS to implement the action?

2. Prioritize your recommendations

Identify your top three recommendations for the full committee. For each, suggest a practical first step.

Top recommendation	Why it matters	Suggested first step	Who could help?

3. Prepare to report back

What are the three recommendations you want the full committee to consider?

What is one concrete first step for each recommendation?

Reality check: Is the action specific? Within SECAC's influence? Can parents/caregivers or community partners take the lead? Achievable this school year?