Community Advisory Committee Priorities Fall 2026 Share Out

October 13, 2026

NORTH COASTAL CONSORTIUM FOR SPECIAL EDUCATION

CAC Priorities Process

- Major responsibilities of CAC outlined in California Education Code

- Two Meetings each year:
  - Fall
    - Choose 1 to 2 goals per district
  - Spring
    - Share progress by district
    - Give input for next year's report

NORTH COASTAL CONSORTIUM FOR SPECIAL EDUCATION

Share Priority choices for the school year

Each District…

Share your priority choices for school the 2026-2027 school year



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Bonsall
UNIFIED SCHOOL DISTRICT

NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION

Bonsall Unified School District

Priority 2: Academic and social inclusion

Our focus areas

2.1 Access to academic inclusion

2.2 Access to social inclusion

2.3 Ability awareness activities

Are students learning alongside peers, part of school life, and do they feel they belong?

Tasks for 2026-27

- Identify barriers to academic inclusion and the supports staff need, with input from IEP teams, principals and families (Nov)
- Student belonging and participation survey (Feb)
- Ability awareness activity at each school (by Apr)
- Report progress to CAC (Spring)



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FOR SPECIAL EDUCATION

CARDIFF SCHOOL DISTRICT • CAC Priority Worksheet 2026–27

Priority #2.3: Ability Awareness Activities Revitalization

Core Objective

Transition from a single-day fair to week-long inclusive experiences integrated directly into classroom learning across all school sites.

Key Action Leaders

- Director of SPED
- School Counselor
- Parent Representative

Worksheet Group: Dr. Shauna Gilbert, Virginia Lenac & Jennifer Rossi

Action Plan & Implementation Tasks

6 Core Tasks

Week-Long Format

Expanding single event into interactive activities throughout February week.

Classroom Integration

Linking awareness exercises directly with daily classroom curriculum lessons.

Guest Speakers

Hosting local disability advocates and guest speakers at school sites.

NCCSE & Family Links

Collaborating with local families, community agencies, and NCCSE resources.

All-Teacher Involvement

Engaging General Ed, SPED, and Specials teachers in activity delivery.

Inclusive Design

Ensuring hands-on activities accommodate all student learning profiles.

Year-Round Timeline

OCT — **Outreach & Prep**
Initial agency, family & NCCSE contact.

DEC — **Curriculum & Speakers**
Classroom links & speakers finalized.

JAN — **Teacher Orientation**
Final staff prep across school sites.

FEB — **Implementation**
Ability Awareness Week district-wide.

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26-27 CAC District Priorities Meeting Worksheet

District Name: Carlsbad Unified School District
Group members: Debbie Mendels Elliott, Brent Nielsen, Tim Evanson, Tricia Benton

Priority # 1			
Priority: 1.5. Inclusive education training for general and special educators (including paraprofessionals), families, and students	**Activities:** • Train and support general education professionals on Universal Design for Learning (UDL), co-teaching, and adaptations/modifications to core curriculum. • Continue to inform all staff of the various NCCSE workshops, including administrators and paraprofessionals. • Utilize NCCSE Assistive Technology (AT) specialists to provide training for paraprofessionals on Universal Design and AT Tools. • Promote collaboration and observations with the teams at different schools within the district. • Provide paraprofessionals training specifically for mainstream opportunities including binder and data collection, adaptive work strategies, and training modules. • Provide training in trauma informed services and impact of social/emotional needs on academic performance.	**By who?** • Instructional services team/sped admin collaboration • Sped admin/NCCSE collaboration • Instructional services team/sped admin collaboration • Principals/ Instructional services/sped admin collaboration • sped admin team • Instructional services team/sped admin collaboration	**By when?** April 2,2027 Monthly through June 10, 2027 Dec. 18, 202 June 10, 2027 Dec 18, 202 Monthly through June 10, 2027

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Priority # 2

Priority: 5.2 Meaningful student self-advocacy and participation in their IEP and educational planning meetings.	Activities:	By who?	By when?
	• Lead staff to prioritize students' overall independence in decision-making. (e.g., reduce prompt dependency, and reliance on the token economy system).	• sped admin team/site facilitators	June 10, 2027
	• Increase home communication by providing information on parent workshops and assemblies for students about effective choice-making and participation in planning.	• Sped admin team/SEAC/CAC/ NCCSE collaboration	Dec 18, 202
	• Demonstrate what a student led IEP looks like. Share examples of Student-Led IEPs in Professional Development workshops • Help students understand, when appropriate, their area(s) of need and develop a reasonably calculated understanding of how to self-accommodate.	• sped admin team/site facilitators	June 10, 2027
5.3 Leadership and campus opportunities for special education students	• Assist the student in creating a personal video with interviews, or PowerPoint presentation to share their ideas. Ask: what are you proud of? What helps you? What are your goals for the next level of schooling?	• sped admin team/site facilitators	Dec 18, 2026
	• Create Google Drive with verbal script and templates for students to easily modify to prepare.	• sped admin team/site facilitators	June 10, 2027

Del Mar

• UNION SCHOOL DISTRICT •

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FOR SPECIAL EDUCATION

Del Mar Union CAC District Priorities Meeting Worksheet

District Name: Del Mar Union School District

Group members: Nadine Schick, Director of Special Education; Cara Sprague, Parent Representative

Priority # 4 Communication/ Access to Information

4.1 Parent Outreach

Goal:	Task(s)/Action(s) needed:	By Whom?	By when?
DMUSD will implement parent-friendly communication system that helps families understand and meaningfully participate in the assessment and IEP process before, during, and after meetings. Aligned with Destination 2028's Responsive and Caring Culture, this work strengthens family partnership, agency, and belonging and supports the Portrait of a Learner competencies of Critical Thinking and Learner's Mindset.	• Adjust the current community events based on Parent Feedback (Coffee Chat, Picnic/Play, Bagels and Belonging). Encourage parents to share their contact information so that they can connect outside of established times	Director/Program Specialists	September 2026
	• Develop a parent-facing "What to Expect" overview of the assessment and IEP process, including key steps, timelines, participants, and how families can prepare.	Director/Program Specialists	November 2026
	• Create a Special Education FAQ addressing common questions about assessment, eligibility, IEP meetings, services, etc.	Student Services + CAC Rep	January 2027
	• Create a parent-friendly "one-pager" assessment outline highlighting pertinent information that is outlined within each student's strengths-based assessment.	Student Services + special education staff	December 2026
	• Establish a brief post-meeting follow-up practice so families understand that they have the opportunity to ask questions after reviewing the IEP and supporting documents. (site specific)	Case managers/IEP teams	January 2027
	• Increase access to ongoing information by asking principals to include the Special Education S'more in school communications and add a parent-liaison description/link explaining the liaison role and how families may connect on the district student services website.	Director + Principals	December 2026;
	• Gather parent and staff feedback on clarity, usefulness, and remaining questions	Director + Parents + staff	May 2027; review June 2027

Del Mar Union CAC District Priorities Meeting Worksheet

District Name: Del Mar Union School District

Group members: Nadine Schick, Director of Special Education; Cara Sprague, Parent Representative

Priority # Self-Determination and self-reflection
3.4 Meaningful student self-advocacy and participation in their educational planning meetings

Goal:	Task(s)/Action(s) needed:	By Whom?	By when?
Students with IEPs will be provided a developmentally appropriate opportunity to participate in their educational planning meeting and communicate their strengths, interests, areas for growth, supports, and progress. This directly advances Destination 2028's focus on student voice and agency and develops the Portrait of a Learner competencies of Learner's Mindset and Adaptability	• Have school sites develop a brief student voice/reflection sheet during a Collaborative Learning Wednesday that aligns with grade-band expectations - ie: Pre-K/K/1 - strengths and what the student likes about school; grades 2/3 - strengths, what the student wants to improve, and what teachers do that helps; grades 4/5/6 - the same components plus IEP goal progress.	Director/Program Specialists + Service providers	November 2026
	• Build one common component for all grade levels; each student selects a work sample and explains why they are proud of it. (Student can show the learning or the case manager.)	Case managers + classroom staff	November 2026
	• Establish a consistent meeting routine: student participation occurs after introductions and before present levels, with the length and format individualized to age, communication mode, disability-related needs, and student comfort.	IEP case managers/teams	Pilot before districtwide April 2027
	• Provide staff exemplars during a Collaborative Learning Wednesday that demonstrate what participation has looked like across sites/grade level/programming, which may include verbal sharing, AAC, visuals, prerecorded responses, or adult-supported sharing.	Director/Program Specialists/Staff	March 2027
	• Continue 6th-grade student participation in transition meetings	6th-grade case managers/teams	March 2027 to May 2027
	• Review implementation and examples as a district team; and seek feedback from staff to inform continued implementation for the 27-28 school year.	Director + Program Specialists	May 2027

NORTH COASTAL CONSORTIUM FOR SPECIAL EDUCATION

Encinitas
UNION SCHOOL DISTRICT

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UNION SCHOOL DISTRICT

INCLUSION
IN ACTION COMMITTE

Our Mission

To cultivate a culture of belonging where every student feels valued, supported, and empowered to reach their full potential.

Join Our Committee!

We are seeking 1–2 representatives from each stakeholder group to collaborate in advancing inclusive and equitable practices across our district.
Committee members will meet four times per year to:

- Reflect on current district practices
- Engage in discussion of research and scholarly articles
- Share perspectives and experiences
- Collaborate on meaningful action steps that promote inclusion, belonging, and equity for all students



Representation Needed From:

- General Education Teachers
- Special Education Teachers and/or Related Service Providers
- Administrators
- Parents/Guardians
- Students
- Multilingual Learner (MLL) Representatives
- TRAC Representatives

Meeting Dates/ Times

3:00-4:30 on
- September 15th, 2026
- November 17th, 2026
- February 2nd, 2027
- May 4th, 2027

Interested in volunteering/recommending someone? Please fill out our Interest and Recommendation Form

Priority 2: Academic & Social Inclusion

- 2.1 Access to Academic Inclusion
- 2.2 Access to Social Inclusion
- 2.5 Inclusive Education Training

Inclusion Task Force

Tasks:

Create task force (Aug)

Convene 4 meetings (Sept, Nov, Feb, May)

Develop action items (Sept meeting)

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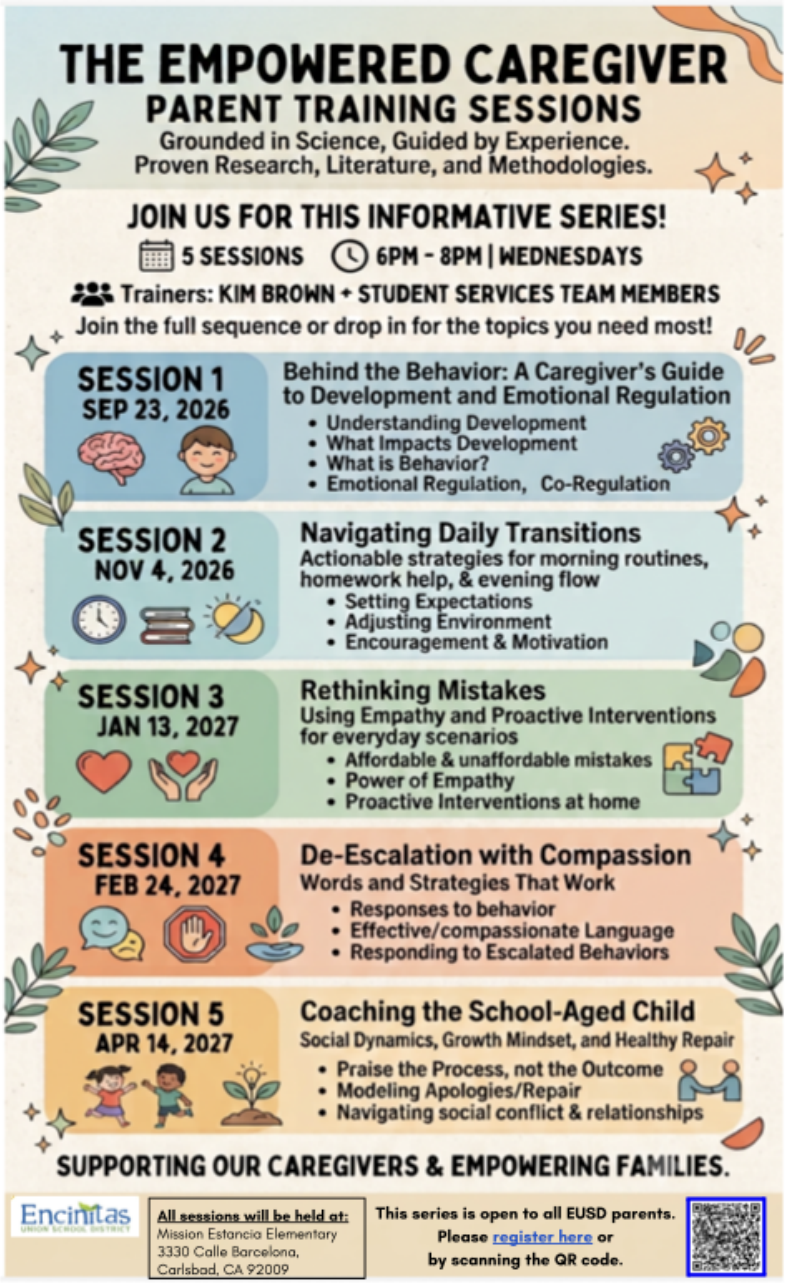

Priority 4:
Communication/Access to Information

- 4.1 Parent Outreach

Parenting Series

Tasks:

- Develop curriculum (Aug 2026)
- Advertise (Eng/Span) & enroll (Sept)
- Offer sessions: Sept, Nov, Jan, Feb, Apr)

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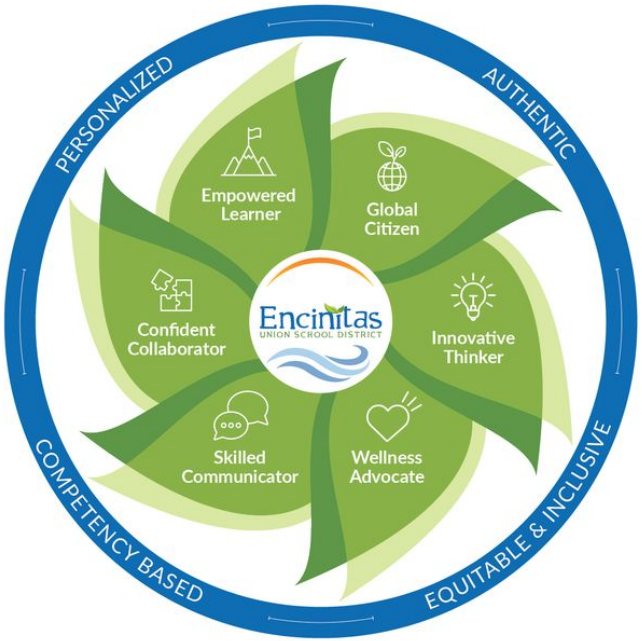
EUSD Learner Profile



Student Participation in IEPs addresses 4 of our 6 Learner Profile Competencies: ***Empowered Learner, Skilled Collaborator, Confident Communicator, Wellness Advocate***

Bonus Goal:

Priority 3: Self-determination and Self-advocacy

Continue our focus on Student Participation in the IEP Process

- Enhance our website of tools and examples
- Continue to focus on this at our teacher release days

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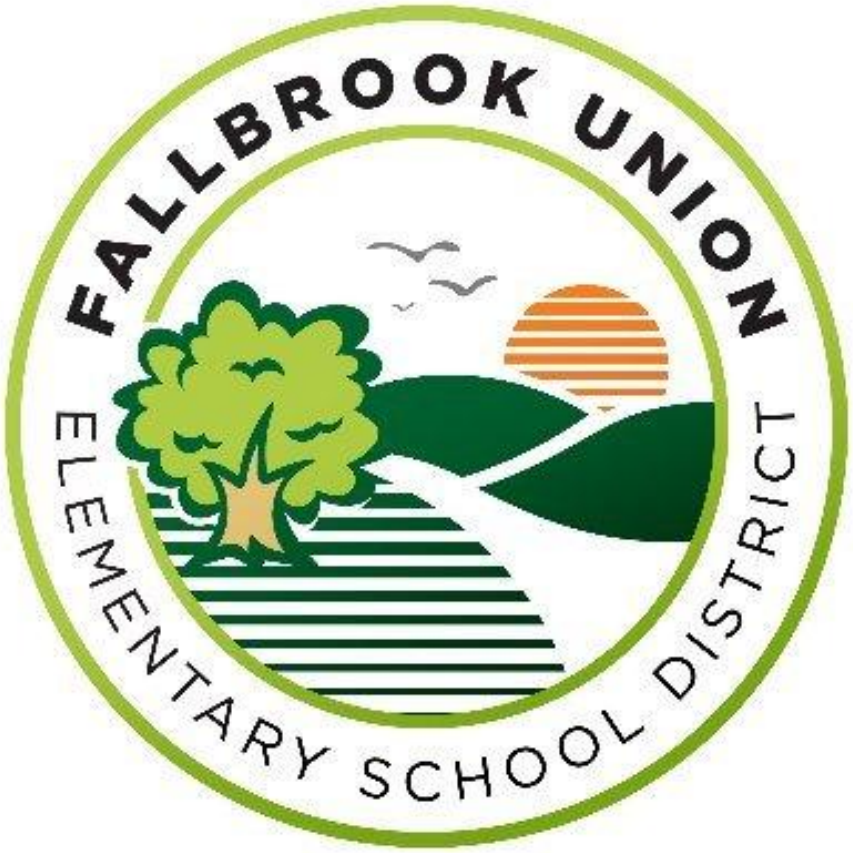


NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION

PRIORITY 2: ACADEMIC AND SOCIAL INCLUSION

1. Ability awareness activities

2. Inclusive education training for general and special educators (including paraprofessionals), families, and students.

OBJECTIVE: REDUCE SPED EVALUATION REFERRALS BY 5%

FROM: 246



TO (Target): 234



1. BOOST MULTI-TIERED SYSTEMS OF SUPPORT (MTSS) TIER 1/2



UNIVERSAL & TARGETED STRATEGIES

- Implement core curriculum with fidelity
- Data-driven instruction & progress monitoring
- Early academic & behavioral supports
- Tiered academic interventions (e.g. small groups)

2. ADVANCE UNIVERSAL DESIGN FOR LEARNING (UDL)



REDUCE LEARNING BARRIERS

- Multiple Means of Engagement
- Multiple Means of Representation
- Multiple Means of Action & Expression
- Flexible materials & technology

REDUCE SPED REFERRALS

- Provide intensive, early general education supports first
- Verify interventions before considering SpED evaluations

OBJECTIVE: ACHIEVE EQUITABLE IDENTIFICATION AND SUPPORT

FROM (Current): 21.5%



TO (Target): UNDER 20%



1. USE OBJECTIVE REFERRAL DATA



STRATEGIES

- Implement data-driven screening processes
- Monitor referral data for disproportionality
- Establish clear, multi-tiered criteria
- Regularly review and analyze data patterns

2. IMPLEMENT CULTURALLY RESPONSIVE ELL PRACTICES



- Value students' cultural backgrounds
- Provide language support strategies
- Incorporate cultural relevancy in instruction
- Engage with Hispanic and bilingual families

REDUCE SPED EVALUATION REFERRALS

- Provide intensive, early general education supports first
- Verify interventions before considering SpED

NORTH COASTAL CONSORTIUM FOR SPECIAL EDUCATION

PRIORITIZE LRE & INCLUSION:
REDUCE GENERAL EDUCATION TIME < 40% FROM 16% TO 12%

OBJECTIVE: INCREASE INCLUSIVE EDUCATIONAL PLACEMENTS

FROM (Current): 16%



Students spending <40% day in Gen Ed

TO (Target): 12%



Reduced number of students

1. EXPAND CO-TEACHING MODELS



- Implement collaborative planning
- Provide professional development for staff
- Utilize diverse co-teaching configurations
- Shared responsibility for student success

2. UTILIZE PUSH-IN SUPPORT



- Deliver direct services in the general classroom
- Target individual student learning needs
- Ensure access to the standard curriculum
- Foster peer-to-peer interaction and learning

BENEFITS OF LRE & INCLUSION

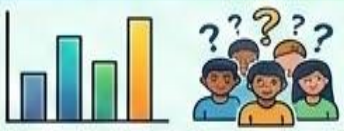
- Improved academic outcomes for all students
- Enhanced social and behavioral skills
- Promotes a positive and accepting school culture
- Optimal utilization of staff and resources

GOAL: ACHIEVE FULL ACCESSIBILITY & INCLUSION

REFINE ELIGIBILITY & EXITING:
APPLY STRICT 3-PRONG TEST & FOSTER INDEPENDENCE

OBJECTIVE: OPTIMIZE DISTRICT-WIDE SPECIAL EDUCATION POPULATION

FROM (Current): e.g., ~19%



Identified SPED Students

TO (Target): UNDER 18%



Optimal District numbers

1. APPLY STRICT 3-PRONG ELIGIBILITY TEST



Prong 1: Standardized testing & data analysis

Prong 2: Clinical observation & functional skills

Prong 3: Impact on educational performance

CRITICAL PRACTICES FOR REDUCTION

- **Prong 1:** Standardized analysis
- **Prong 2:** Data-ream
- **Prong 3:** Progress report



2. WRITE INDEPENDENCE-FOCUSED GOALS



Shift goals from defialts to strengths

- Emphasize student-led
- Focus on self-advocacy & crdonomy
- Develop skills for grade-level inclusion

3. CONDUCT THOROUGH TRIENNIAL REVIEWS

- Evaluate progress against all IEP goals
- Utilize comprehensive, objective data
- Consider all educational plasements & supports
- Facilitate clear exit decisions

BENEFITS OF REFINED PRACTICES

- Ensure proper resource allocation
- Improve student learning outcomes
- Enhance inclusive educational practices
- Foster long-term student independence

GOAL: ACHIEVE SUSTAINABLE & APPROPRIATE STUDENT PLACEMENT

North Coastal Consortium for Special Education

NORTH COASTAL CONSORTIUM FOR SPECIAL EDUCATION



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FOR SPECIAL EDUCATION

FUHSD • PRIORITY 2

ACADEMIC & SOCIAL INCLUSION

Expand access to Least Restrictive Environment (LRE) courses—and strengthen every student's sense of belonging.

01 EXPAND ACCESS

- Increase opportunities for students to access inclusive LRE courses.
- Support academic and social participation.

02 BUILD STAFF PRACTICE

- Train site administrators and general education teachers in inclusive best practices.
- Train special education staff in co-teaching, inclusive supports, and belonging.

03 PLAN & IMPLEMENT

- Plan for LRE course options in the master schedule.
- Coordinate across district and school teams.

KEY PARTNERS

District Special Education • General Education Teachers • NCCSE Coordinator

TIMELINE

Training by Spring 2027

TARGET OUTCOME

More inclusive courses, collaboration & belonging

SUCCESS = meaningful access + inclusive teaching + social connection

NORTH COASTAL CONSORTIUM FOR SPECIAL EDUCATION



NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION

HOPE Infant Family Support Program

2026–2027 Priority 4: Communication & Access to Information

4.1 Parent and Community Outreach

Goal: Increase community awareness of HOPE services and philosophy to strengthen partnerships and ensure families can access needed supports. Focus areas include Regional Center (SDRC), medical providers, Early Learning & Care (ELC) sites, DSEP, and Child & Family Well-Being (CFWB).

Priority	*Recommendations and Examples*	*Family Voices*
4.1 Parent and Community Outreach	• Standardized HOPE outreach materials and presentations • Increased collaboration with community agencies and referral partners • Ongoing training and information sharing regarding the HOPE Early Start model • Family-friendly communication tools explaining eligibility, services, and referral pathways • Regular outreach events, presentations, and relationship-building activities ***Expected Outcomes*** • Increased awareness of HOPE services across community partners • More appropriate and timely referrals for families • Consistent messaging regarding Early Start and HOPE services • Stronger collaboration among agencies supporting young children and families • Improved family access to information and resources	

NORTH COASTAL CONSORTIUM FOR SPECIAL EDUCATION

HOPE Infant Family Support Program

2026–2027 Priority 4: Communication & Access to Information

Priority	Recommendations and Examples	Family Voices
4.1 Parent and Community Outreach	See table below	

Focus Area	Example Actions
SDRC	*Joint presentations for Service Coordinators and HOPE staff; shared understanding of Educational vs. Medical Models; direct teacher-SC communication regarding co-served families.*
Medical Providers	*Presentations and resource packets for pediatricians, speech-language professionals, audiologists, High-Risk Clinics, Kaiser, Rady Children's, and TriCare providers.*
ELC Sites	*Outreach visits to ELC sites; distribute HOPE literature; provide virtual or in-person information sessions to directors and staff.*
CFWB	*Develop presentations outlining HOPE services, referral pathways, and collaborative roles; establish key contacts and communication channels.*
Families	*Parent information nights, multilingual brochures, QR-code access to HOPE resources, short informational videos, and referral guides.*

NORTH COASTAL CONSORTIUM FOR SPECIAL EDUCATION



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FOR SPECIAL EDUCATION

1. **Parent Involvement**
    a. (4) Parent Meetings to learn and collaborate
2. **Ability Awareness**
    a. Monthly learning opportunities to highlight and shine
    b. Ex: Down Syndrome awareness, Autism awareness, etc.
3. **Staff Training**
    a. Gen ed and special ed staff
4. **Belonging and Inclusion**
    a. Site specific PD tailored to the needs of the school community, ex: AAC
    b. provided by parents and/or OUSD staff

created in collaboration with CAC members Veronica Garcia and Yulianna Murray, and OUSD SpEd staff



NORTH COASTAL CONSORTIUM FOR SPECIAL EDUCATION



NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION

2026-2027 CAC District Priorities Meeting Worksheet

District Name: Rancho Santa Fe School District

Group members: Kathryn Cavanah (Parent Rep), Jessica Burris (Teacher Rep), Tamatha Parker (Director)

Priority 2.5: Inclusion Training

Priority # 2.5			
Goal : Provide inclusion training to all staff (general education teachers, special education teachers, paraprofessionals, instructional aides, administration) throughout the school year to ensure best practices are in place.	Task(s)/Action(s) needed: *Training on differentiating instruction and behavior management provided by Steffanie Rupp in August 2026 *Training on differentiating instruction and the difference between accommodations and modifications provided by Dr. Brooks in October 2026. *Training on special education regulations and legal requirements provided by the Director of Special Education in January 2027. *Follow up presentation provided by Dr. Brooks in March 2027.	By Whom? *General Education Staff *Special Education Staff *IAs *Paras *Site Administration *District Administration	By when? *August 2026 Training *October 2026 Training *January 2027 Training *March 2027 Training

NORTH COASTAL CONSORTIUM FOR SPECIAL EDUCATION

2026-2027 CAC District Priorities Meeting Worksheet

District Name: Rancho Santa Fe School District

Group members: Kathryn Cavanah (Parent Rep), Jessica Burris (Teacher Rep), Tamatha Parker (Director)

Priority 2.3: Ability Awareness

Priority # 2.3			
Goal : Expanding Ability Awareness through more campus activities in grades K-8 that include assemblies, speakers, silent disco, etc, and including activities to bring awareness to World Down Syndrome Day.	Task(s)/Action(s) needed: *Two general education teachers are working together to plan activities for World Down Syndrome Day. *Three special education teachers and the PAC are planning activities for Autism Acceptance Week. *There will be a guest speaker to present to the students and staff regarding Ability Awareness. *The third annual Silent Disco will be held again at the end of Autism Acceptance Week. *Activities surrounding Ability Awareness will be incorporated into Friday Flag activities throughout the school year.	By Whom? *General Education Staff *Principals *Director *Parent Advisory Council *School Community Parents	By when? *Planning groups are already meeting. *World Down Syndrome Day is 3/21/27. Autism Acceptance Week in our district will be 4/26-4/30/27 *Silent Disco will be held 4/30/27

San Dieguito

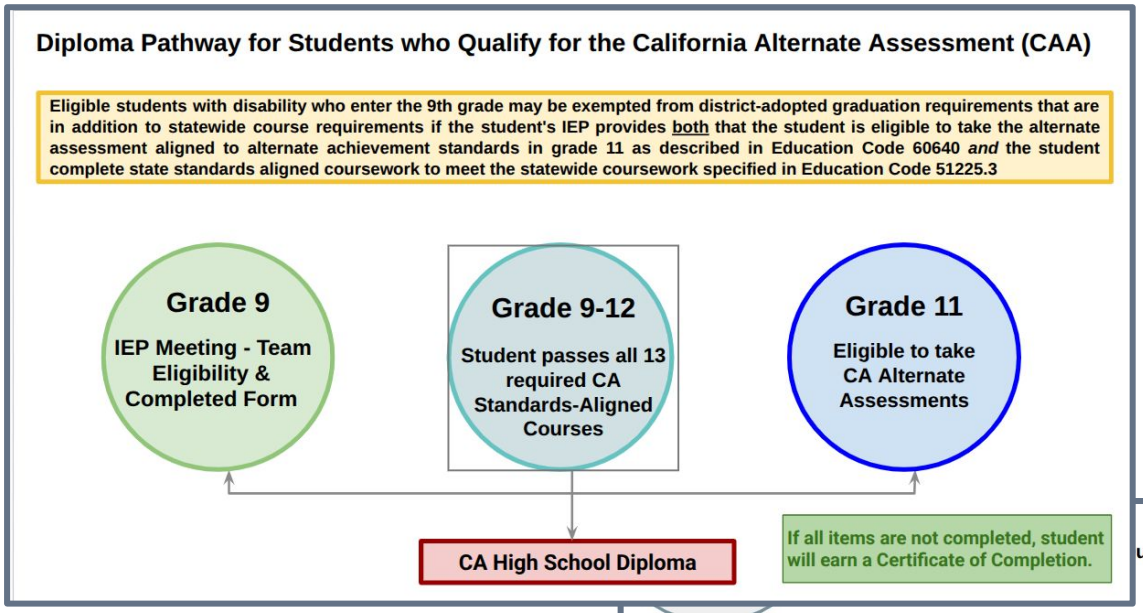
UNION HIGH SCHOOL DISTRICT

Engaged, Inspired, Prepared

NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION

#2:Access to Academic Instruction

Revisit and refine implementation of the Alternative Pathway to Diploma to increase access to academic coursework and meaningful inclusion for students who meet the criteria and wish to pursue the Alt Pathway Diploma pathway.



Torrey Pines High School

La Costa Canyon High School

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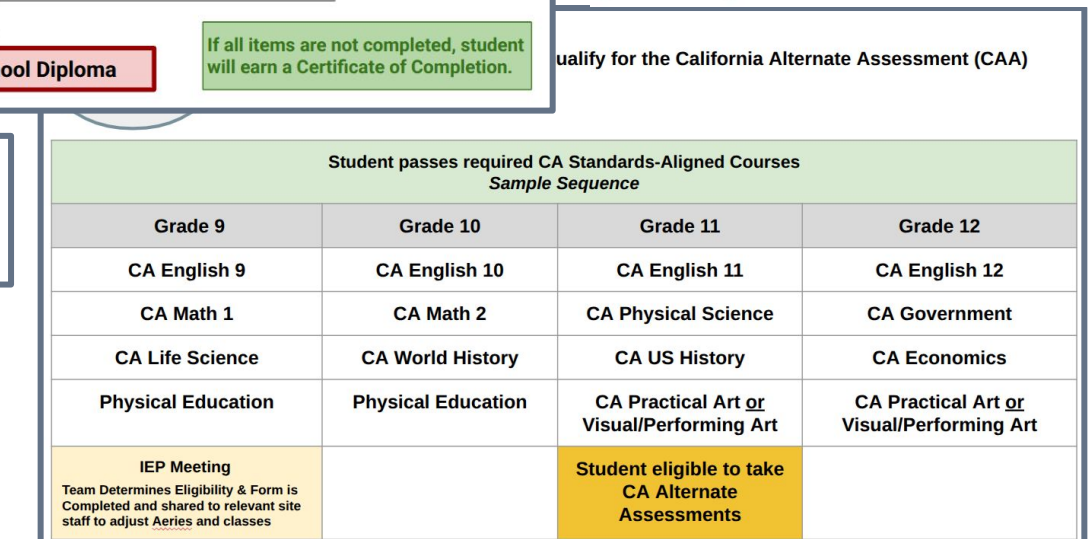


Student passes required CA Standards-Aligned Courses *Sample Sequence*			
Grade 9	Grade 10	Grade 11	Grade 12
CA English 9	CA English 10	CA English 11	CA English 12
CA Math 1	CA Math 2	CA Physical Science	CA Government
CA Life Science	CA World History	CA US History	CA Economics
Physical Education	Physical Education	CA Practical Art or Visual/Performing Art	CA Practical Art or Visual/Performing Art
IEP Meeting Team Determines Eligibility & Form is Completed and shared to relevant site staff to adjust Aeries and classes		Student eligible to take CA Alternate Assessments	

WestEd

SCOE
Sacramento County Office of Education
EDUCATION EMPOWERS

NORTH COASTAL CONSORTIUM FOR SPECIAL EDUCATION

#1:Social Emotional Wellness

Increase opportunities for school based mental health teams to collaborate and develop solution focused plans to address student needs.



Initial Referral

San Dieguito Union High School District

July 2026

Decision Making Guidance

Referral

Referrals regarding student concerns can come from parents, those acting on the parents' behalf, and district staff. Referral concerns can include but are not limited to academics, behavior, mental health, social interactions, fine/gross motor, adaptive skills, and health. Referrals can be made verbally or in writing.

It Takes a Team

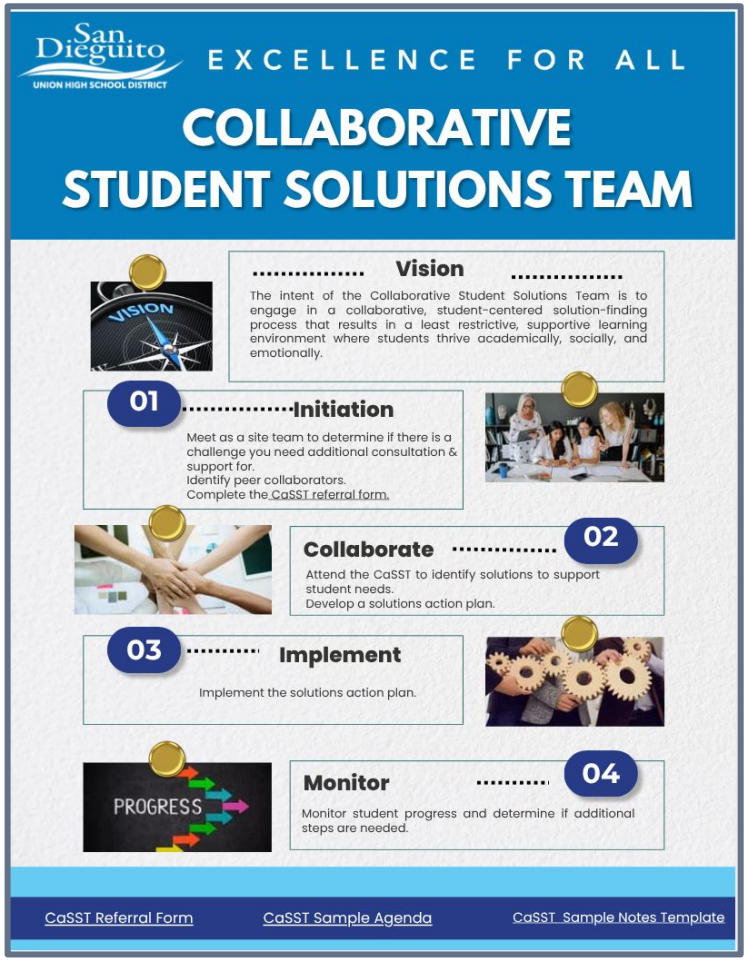
Approach every referral with a team perspective. Consult and communicate with staff who may know the student in multiple settings, staff that may have specific expertise (ex, occupational therapist, adaptive PE, speech pathologist, social worker) and/or seek guidance when you need additional perspectives (ex. administrators, program leads, coordinators, directors).

Default to Inquiry

Be curious and open minded about the referral. Gathering information is the most crucial step to start addressing the referral, but it is a continuous process throughout.

Gather Information

Gather information from the referral source about the concerns. From the information provided by the referral source, gather information relevant records, staff, and parents to determine next steps.



San Dieguito Union High School District

EXCELLENCE FOR ALL

COLLABORATIVE STUDENT SOLUTIONS TEAM

Vision

The intent of the Collaborative Student Solutions Team is to engage in a collaborative, student-centered solution-finding process that results in a least restrictive, supportive learning environment where students thrive academically, socially, and emotionally.

01 Initiation

Meet as a site team to determine if there is a challenge you need additional consultation & support for.
Identify peer collaborators.
Complete the CaSST referral form.

02 Collaborate

Attend the CaSST to identify solutions to support student needs.
Develop a solutions action plan.

03 Implement

Implement the solutions action plan.

04 Monitor

Monitor student progress and determine if additional steps are needed.

CaSST Referral Form | CaSST Sample Agenda | CaSST Sample Notes Template

NORTH COASTAL CONSORTIUM FOR SPECIAL EDUCATION

SAN MARCOS
UNIFIED SCHOOL DISTRICT

engaging students...inspiring futures



Alison Walker
Director of Special Education

NORTH COASTAL CONSORTIUM FOR SPECIAL EDUCATION

Academic & Social Inclusion (2026–2027)

Strategic Action Plan & Implementation Roadmap

1.1 Access to Academic Inclusion

Tasks / Actions Needed

- Expand co-teaching models to elementary schools.
- Continue training on modified academic frameworks aligned with grade-level CCSS (TeachTown).

Person Responsible

Special Education Admin Team

(Ongoing via vertical/related services PLC teams, site department meetings, & coaching)

TARGET: JUNE 2027

- TeachTown: Ongoing training
- Elementary co-teaching expansion

1.2 Access to Social Inclusion

Tasks / Actions Needed

- Expand extracurricular programs, clubs, and sports for all students.
- Provide staff training on community, connectedness, and leveraging student strengths.
- Implement environmental supports for collaborative learning and belonging.

Person Responsible

Site & District SpEd Admin

In collaboration with community stakeholders

TARGET: JUNE 2027

- Unified PE & Middle School Basketball
- Parent liaison for social activity access

Academic & Social Inclusion (2026–2027)

Strategic Action Plan & Implementation Roadmap

1.5 Inclusive Education Training

Tasks / Actions Needed

- Support Special Education Community Council (SECC) to offer family resources and inclusive education training.
- Offer comprehensive training for general/special educators, paraprofessionals, and families on rigorous curriculum, independence, and connectedness.

Person Responsible

District & Site Teams

Facilitating throughout the school year

Stakeholder Groups Covered:

- General & Special Educators
- Paraprofessionals & Site Staff
- SECC & Family Members

CAC Team

Jennifer Mosca
Jennifer Schreiner
Trish Fleming
Monica Davey

SAN MARCOS UNIFIED SCHOOL DISTRICT



NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION

Group members: Sara Khalessi (Parent) Cheri Bené (Director - Special Education Services), Robyn Hubbard (Program Specialist - Special Education Services)

PRIORITY 2. ACADEMIC AND SOCIAL INCLUSION	
2.2 Access to social inclusion **2.3 Ability awareness activities**	**Goals** **Goal:** Establish a Unified Sports program that brings students with and without disabilities together through inclusive athletic activities and culminates in at least one district wide Unified Sports event during the school year. ● Connect with other districts regarding their experience with the development of Unified Sports ● Identify staff members to help support (i.e APE, Ed Specialist, etc.) ● Identify students with and without disabilities to participate ● Identify sport(s) activities that students will participate in **Goal:** Enhance and modernize sensory spaces at 2 school sites to better support student regulation, engagement, well-being and to develop more inclusive sensory environments ● Collaboration with Motor Team ● Develop a list of recommended sensory items ● Purchase items and design space ● Provide educational staff with training around purpose and appropriate use of sensory space **Maintenance Goal:** Host Ability Awareness Events at all 7 school sites

PRIORITY 4. COMMUNICATION/ACCESS TO INFORMATION

4.1 Parent outreach

4.2 District-home communication

Goals

Goal: Develop a proactive system to connect parents/guardians who are preparing for their child's first IEP with a Parent Advisory Council (PAC) Liaison who can provide peer support, reassurance, and an opportunity to learn what to expect from another parent/guardian who has experience navigating the IEP process.

- Identify families preparing for their first IEP
- Provide a welcoming introduction
- Offer a "listening ear"
- Help families know what to expect
- Follow up after the first IEP

Goal: With the support of our PAC and CAC Parent Reps, provide at least 6 opportunities for parents/ guardians to come together to connect, share resources, and share their experiences through Coffee and Happy Hour Meetups

- Fliers posted on website in English & Spanish
- Communication via Parent Square to all SES parents
- Fliers shared through school site newsletters

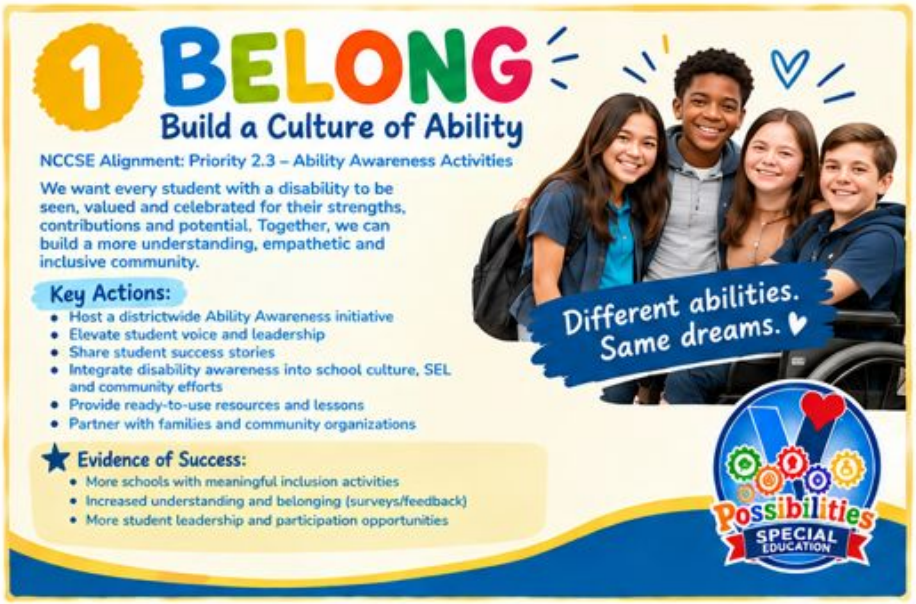
Goal: Host a Special Education Welcome gathering where parents/ guardians can come together to connect with other families, share their experiences, and have the opportunity to ask questions related to special education.

- SES Open House - 2nd Annual in Fall 2027



NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION

ENGLISH



ESPAÑOL

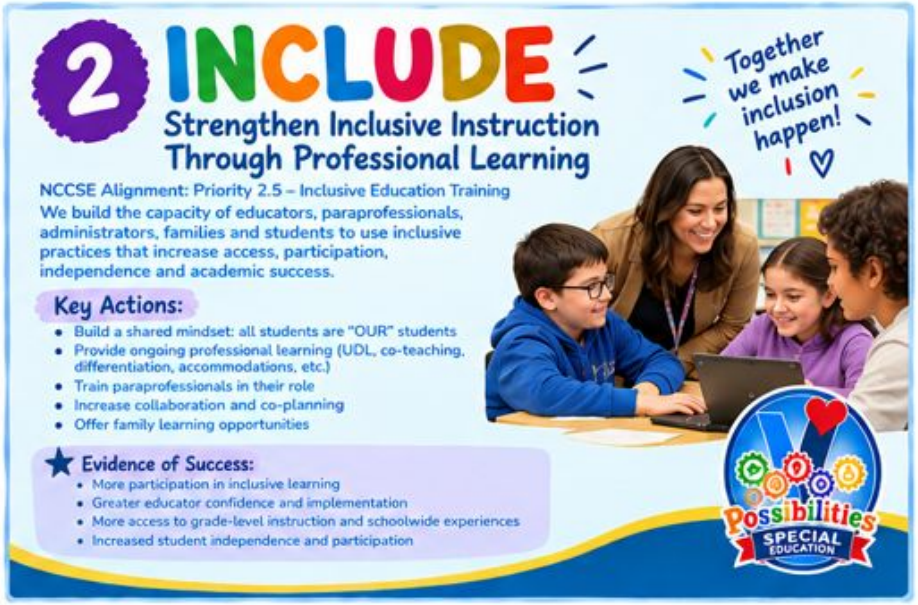


Belonging starts with seeing strengths.

Pertenecer comienza al reconocer las fortalezas.

NORTH COASTAL CONSORTIUM FOR SPECIAL EDUCATION

ENGLISH



ESPAÑOL



Inclusion means meaningful access and participation.

La inclusión significa acceso y participación significativos.

NORTH COASTAL CONSORTIUM FOR SPECIAL EDUCATION

ENGLISH



ESPAÑOL

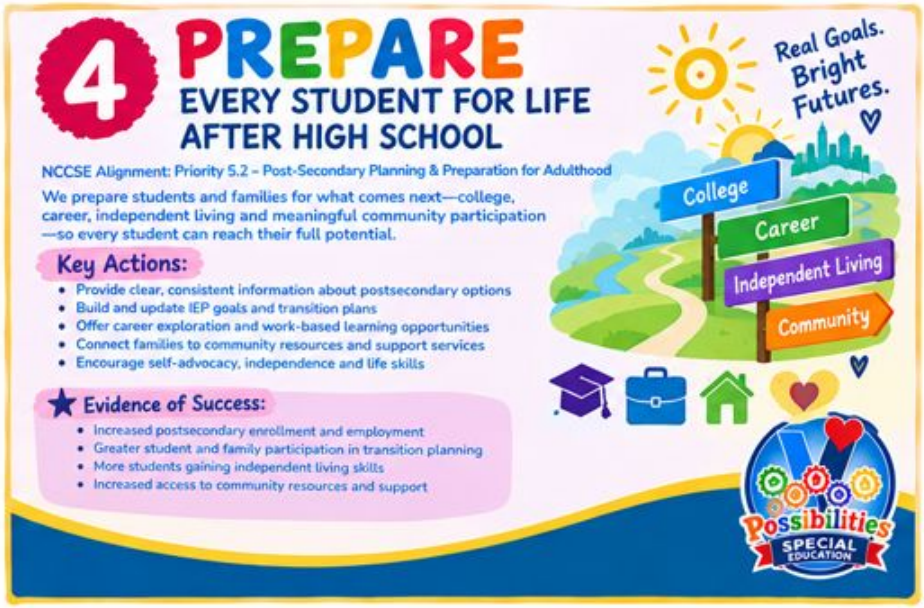


Transitions should feel predictable and supported.

Las transiciones deben sentirse predecibles y con apoyo.

NORTH COASTAL CONSORTIUM FOR SPECIAL EDUCATION

ENGLISH



ESPAÑOL



Preparation builds a path for life after high school.

La preparación crea un camino para la vida después de la preparatoria.

NORTH COASTAL CONSORTIUM FOR SPECIAL EDUCATION



RTH COASTAL CONSORTIUM
OR SPECIAL EDUCATION