



**SPECIAL EDUCATION
TASK FORCE
MEETING**

Board of Trustees
Joyce Dalessandro
Beth Hergesheimer
Amy Herman
Maureen "Mo" Muir
John Salazar

Superintendent
Eric R. Dill

Union High School District

WEDNESDAY, JANUARY 17, 2018

9:45 AM – 2:15 PM

**CARMEL VALLEY MIDDLE SCHOOL
3800 MYKONOS LANE, SAN DIEGO, CA 92130**

Welcome to the meeting of the San Dieguito Union High School District Special Education Task Force.

PUBLIC COMMENTS

If you wish to speak regarding an item on the agenda, please complete a speaker slip located at the sign-in desk and present it to the facilitator prior to the start of the meeting. When the facilitator invites you to the podium, please state your name before making your presentation.

In the interest of time and order, presentations from the public are limited to three (3) minutes per person, per topic. The total time for agenda items shall not exceed twenty (20) minutes. An individual speaker's allotted time may not be increased by a donation of time from others in attendance.

In accordance with the Brown Act, public comments are limited to item(s) on the published agenda. Unless an item has been placed on the agenda, no discussion or action may be taken. The facilitator may 1) acknowledge receipt of the information, 2) refer to staff for further study, or 3) refer the matter to the next agenda.

PUBLIC INSPECTION OF DOCUMENTS

In compliance with Government Code 54957.5, agenda-related documents that have been distributed to the Task Force less than 72 hours prior to the Task Force Meeting will be available for review on the district website, [click here](#) and/or at the district office. Please contact the [Administrative Services](#) department for more information.

CELL PHONES / ELECTRONIC DEVICES

As a courtesy to all meeting attendees, please set cell phones and electronic devices to silent mode and engage in conversations outside the meeting room.

In compliance with the Americans with Disabilities Act, if you need special assistance, disability-related modifications, or accommodations, including auxiliary aids or services, in order to participate in the public meetings of the District's Special Education Task Force, please contact the [Administrative Services](#) office. Notification 72 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accommodation and accessibility to this meeting. Upon request, the District shall also make available this agenda and all other public records associated with the meeting in appropriate alternative formats for persons with a disability.

**SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
SPECIAL EDUCATION TASK FORCE
MEETING AGENDA**

**WEDNESDAY, JANUARY 17, 2018
9:45 AM – 2:15 PM**

**CARMEL VALLEY MIDDLE SCHOOL
3800 MYKONOS LANE, SAN DIEGO, CA 92130**

The San Dieguito Union High School District has scheduled a Special Education Task Force Meeting for Wednesday, January 17, 2018, at the above location.

1. 1. CALL TO ORDER 9:45 AM

INFORMATION ITEMS

2. WELCOME: MAUREEN O’LEARY BURNES

3. APPROVAL OF MINUTES / DECEMBER 20, 2017 SPECIAL EDUCATION TASK FORCE MEETING
Motion by _____, second by _____, to approve the minutes of the December 20, 2018
Special Education Task Force Meeting, as shown in the attached supplements.

4. HANOVER SURVEY RESULTS REVIEW: MARK MILLER, ASSOCIATE SUPERINTENDENT /
ADMINISTRATIVE SERVICES

5. STRATEGIC PLAN DEVELOPMENT

6. LUNCH

7. STRATEGIC PLAN DEVELOPMENT CONTINUED

8. PUBLIC COMMENTS

In accordance with the Brown Act, public comments are limited to item(s) on the published agenda. Unless an item has been placed on the agenda, no discussion or action may be taken by the Task Force. The facilitator may 1) acknowledge receipt of the information; 2) refer the matter to staff for further study; or 3) refer the matter to a future agenda. (See *Task Force Agenda Cover Sheet* for further information on public comments.)

9. ADDITIONAL DATA POINTS OR RESOURCES NEEDED

10. ADJOURNMENT

*The next regularly scheduled Special Education Task Force Meeting will be held on Tuesday, February 13, 2018, at **Diegueño Middle School**. Diegueño Middle School is located at 2150 Village Park Way, Encinitas, California 92124*



MINUTES

Board of Trustees
Joyce Dalessandro
Beth Hergesheimer
Amy Herman
Maureen "Mo" Muir
John Salazar

Superintendent
Eric R. Dill

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT SPECIAL EDUCATION TASK FORCE

MEETING

WEDNESDAY, DECEMBER 20, 2017
9:45 AM – 2:15 PM

SAN DIEGUITO HIGH SCHOOL ACADEMY
800 SANTA FE DRIVE, ENCINITAS, CA 92024

The Special Education Task Force of the San Dieguito Union High School District held a meeting on Wednesday, December 20, 2017, at the above location.

Attendance / Committee:

Parent Representatives: Sophy Chaffee, Nancy Lazerson, Kent McIntyre, Karen Rusnak, *Lisa Shulman (Absent)*

NCCSE CAC Representatives: Julie Law-Cheeseman, Amy Flicker, *JoAnne Stress (Absent)*

Certificated Staff (Special Education): Liz Dargan (Academic Support at TPHS), Diane Dekker (Learning Center at EWMS), Paula Goodfellow (Speech and Language Pathologist, Elizabeth Marshall (Academic Support at TPHS), Kellie Maul (Functional Life Skills at OCMS)

Certificated Staff (General Education): *Duncan Brown (Counselor at SDHSA) (Absent)*, Erin Charnow (Math at LCC), Matt Livingston (Science at TPHS), Roxzana Sudo (English at TPHS), Mark VanOver (Social Science at CCA)

Workability: Nathan Molina (Transition Services Coordinator)

Classified Support: Elizabeth DeVal (Workability / TPP)

Administrators: Rob Coppo (Principal, TPHS), Cara Dolnik (Principal, CVMS), Tiffany Hazlewood (Program Supervisor, District Office), Jeremy Meadows (Assistant Principal, LCC), Brieahna Weatherford (Principal, OCMS)

Attendance / Project Lead:

Mark Miller, Associate Superintendent, Administrative Services
Meredith Wadley, Director of School and Student Services

Maureen O'Leary Burness, Facilitator
Lesley Rhodes, Executive Assistant, Educational/Administrative Services, Recording Secretary
John Addleman, Director, Facilities Planning Director
Tina Douglas, Associate Superintendent, Business Services
Eric Dill, Superintendent

Attendance / SDUHSD Governing Board:

Joyce Dalessandro, Vice President
Beth Hergesheimer, President

1. CALL TO ORDER

Maureen O'Leary Burness called the meeting to order at 9:45 a.m.

INFORMATION ITEMS

2. WELCOME AND INTRODUCTIONS

Maureen O'Leary Burness, Special Education Task Force Facilitator, welcomed the group.

3. APPROVAL OF MINUTES / OCTOBER 30, 2017 SPECIAL EDUCATION TASK FORCE MEETING

Motion by _____, second by Mark VanOver, to approve the minutes of the November 28, 2017 Special Education Task Force Meeting, as revised. Motion carried unanimously.

4. REVIEW DRAFT VISION AND MISSION STATEMENTS: MAUREEN O'LEARY BURNESS

The draft vision and mission statements for special education within the San Dieguito Union High School District (SDUHSD) were reviewed and the language was finalized.

5. FACILITIES: JOHN ADDLEMAN

John Addleman, Director of Facilities Planning, reviewed the SDUHSD Facilities and Construction Planning Process. A handout of the presentation was distributed. This resource may be reviewed in the office of the Associate Superintendent of Administrative Services.

6. SPECIAL EDUCATION FINANCING:

- a) SPECIAL EDUCATION FINANCING IN CALIFORNIA: MAUREEN O'LEARY BURNES
Ms. Burness reviewed Special Education Financing in California as presented.
- b) SDUHSD SPECIAL EDUCATION FINANCING: TINA DOUGLAS, ASSOCIATE
SUPERINTENDENT, BUSINESS SERVICES
Ms. Douglas reviewed SDUHSD Special Education Financing as presented.

7. LUNCH BREAK

Ms. O'Leary Burness convened the meeting at 11:50 a.m.
Ms. O'Leary Burness reconvened the meeting at 12:30 p.m.

8. DEFINING OUR SUCCESS

Special Education enrollment data, including students also enrolled in an LCAP sub-group, specifically English Learner and Socio-Economic Disadvantaged, was distributed for review, along with data from the California Department of Education regarding SDUHSD student performance on the CA Alternate Assessment. These documents are available for review in the office of the Associate Superintendent of Administrative Services. Feedback recorded from the previous meeting's data analysis activity was also distributed for review. Discussion followed.

The subsequent activity encouraged committee members to consider the question, "What outcomes do we want?" with reference to the Governing Board's charge to the Task Force to create a Special Education Strategic Plan to improve outcomes for students. All responses were recorded for future review and discussion.

9. PUBLIC COMMENTS

There were no public comments.

10. ADDITIONAL DATA POINTS OR RESOURCES NEEDED

The following resources were requested for the next meeting:

- Special Education Strategic Plan template ideas and samples from other districts
- Hanover survey results
- WASC information

11. ADJOURNMENT

The meeting was adjourned at 2:07 p.m.

Maureen O’Leary Burness, Position (Facilitator)

Date

Mark Miller (Associate Superintendent)

Date

December 20, 2017

Special Education Task Force

OUTCOMES ACTIVITY NOTES

What do we see as the outcomes for students with IEPs?

AT GRADUATION, POST-SCHOOL:

- Students graduate with a high school diploma, or achieve an appropriate level of accomplishment, with academic readiness to enter college or a technical institution..
- Students attend college – 4- year or community college.
- Students pursuing a career of interest after high school, which they have been exposed to while in high school.
- Students understand what their community will expect of them (in a general, “member of the community” sense, once they graduate, and are able to verbalize and demonstrate through their actions their understanding of what that means to them.
- Students leave the district with a portfolio of information that they can use as a reference or resource as it relates to employment, academic or interpersonal relationship building needs.
- Students leave high school with realistic / achievable goals, reinforced by a plan / roadmap the student can recite, discuss and follow, and with independent life skills.
- Fewer students state their post HS plan is a JC and transfer to a UC with no idea of what course of study they want to pursue. They need to be aware that low JC matriculation scores will take them 2 years to even be able to enroll in a credit course – but their goal is a “4- year college”.
- Students graduate with the ability to find gainful employment.

BEFORE GRADE 7 AND AT TRANSITION TO SDUHSD:

- Students and families have better definitions and information about our programs before they even enter the district to make better plans early for secondary options.
- Comprehensive transition meetings for 6th graders include IEP review, SCIA review, and a discussion of realistic goals for transition, an observation by SDUHSD staff, and with a 30- day review after school year starts. Plan for transition starting at 7th grade for different programs. Standardized transition meetings from feeder elementary districts.
- There is fluency in transitions, from 6th to 7th and on.
- Student portfolios are developed:

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Outcomes Activity Notes

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- Development of an app that is a rolling, adapting, guiding interest and skill profile which starts populating in 5th grade; transition to SDUHSD at 6th-7th grade IEP.

DURING SDUHSD 7-12+:

There is a true collaboration between general education and special education teachers so there is school-wide understanding and contribution to the education and social lives of special education and general education students. There is much more training for general education teachers in all areas of / on how to reach, teach, be compassionate to special education students. There is inclusion of Sp.Ed. programs & students receiving support in the Gen. Ed. environment, acknowledging that every student is a gen. ed. students first. There are better salaries and benefits for classified staff (aides) who do so much. The program is collaborative, reflective and data driven for what is best for our students. Transitions are fluent so that students are prepared for entry into the District, from middle to high school, through high school and from 12th to adulthood.

- Students are a part of the high school programs and activities 7-12.
- Students are supported in general education classes by lowering the number of students in the room so they can truly be included, and with time to plan- between Gen. Ed. and Sp.Ed. teachers. Students also get more support in what life is like after high school, e.g., information on jobs vs. college, and expectations of being an adult. There is appropriate aide support to the classrooms, and more buddy opportunities like in APE. Provide teamed situations in all core-level Gen. Ed. classes to allow Gen-Ed teachers and Sp.Ed. students an awesome level of support.
- Students are co-taught in Gen. Ed. classes. There are more course offerings / overlap / blending of classes and more social opportunities with Gen. Ed. students. There could be classes like music therapy that could pair gen. ed. and certificate- bound students in meaningful inclusion.
- Students learn core skills (read, write, think) and enjoy them and the challenge. They gain academic independence in the classroom, and are less aide-dependent. They complete the academic track.
- Students have access to all electives and relevant/CTE offerings. There is specialized program access at all schools (middle – high).
- Students have access to laptop/chromebooks/technology. There are appropriate textbooks and AT support.

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Outcomes Activity Notes

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- Students experience a measurable degree of sociality, or feeling of being a part of a team, class, and group. They have a ‘team experience’ that is meaningful and that they can refer to. They have involvement in school- sponsored clubs, sports, events, campus life. There is more inclusion within day-to-day activities on campuses and after-school activities.
- Students develop an awareness of self in relation to others. They understand how to speak, act, behave in social settings, show respect to others, get along with others, work independently. Students learn core character traits: honesty, courtesy, civility, etc. and their relation to a happy life. They gain non-academic, interpersonal skills, and self-management awareness. They are a more “complete” student.
- Students understand that much of what they get from life depends on their efforts, attitude, preparation . They develop motivation and confidence, the ‘can do’ spirit.
- Conversations regarding goals for post high school start earlier. There are more student-led IEPs and Transition Plans. There are better career and life skills tracking assessments for the Transition Plans. A transition plan is developed that includes appropriate life skills, e.g., with a clear individualized vision for all students of what they are working for – a vision statement like NYT article. I want students and families to be familiar early on with transition options and community support options for adults.
- Create opportunities for students in Sp.Ed. to have employment within the district.
- Develop more community involvement such as apprenticeships with retired professionals and artisans.
- Start work experience at 14 with work permit , allowing for more time to develop skill sets.

IN ADDITION, FOR STUDENTS NOT ABLE TO ATTAIN A HIGH SCHOOL DIPLOMA, or NOT BOUND TO COLLEGE:

- There is a streamlined/basic/standardized curriculum for non- diploma bound students, grades 7 through ATP – collaboratively developed with other teachers. Students obtain skills, knowledge and resources to live as independently as possible.
- Expanded access to READ 180 programs for all Fundamental- level students.
- For students not bound to college, transition counselor and job skills / life skills classes, possibly paid for with Adult Block Grant funds.
- Make the Certificate of Completion a more meaningful document for student and potential employers
- Offer paced vocational classes /electives for certificate- bound.

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Outcomes Activity Notes

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- Non-diploma track students have access to more electives.

CURRICULUM PLANNING IDEAS:

- Transition curriculum to be used district wide.
- Social skills curriculum that is transferable to CBI.
- Transition skill specific courses.
- Intervention (English and Math) courses to increase skills and ability to access Gen. Ed. rather than more replacement courses (mild/mod diploma track)
- Look at VT personalized learning plan – have it start at middle school
 - Other curriculum ideas could be to provide SEEDs, a sex ed. curriculum for all to prevent, reduce sexual assaults for vulnerable students; and
- Offer letterboard, online curriculum
- I'd like to see more flexibility in our current programs – such as LC/TAP hybrid so learning center students can also gain life skills and community skills, maybe a 5-year option for high school for some.
- Equal offering of programs at all high schools.
- Programs are well- defined.
- Basic continuum at all sites.
- Greater continuum of options at SDA and CCA so that students have the same school of choice opportunity as their peers.

TRAINING NEEDS:

- School-wide training / seminars / assemblies / curriculum materials for gen. ed. students to understand the full population around them (including Sp.Ed. students), “disability awareness”, as well as developing and providing training for Gen. Ed. teachers so they can fully integrate any Sp.Ed. students into classes.
- UDL/Ability awareness training for all teachers district wide.
- Training to ensure the IEP process is effective.
- People with disabilities lead staff, student, and parent meetings

FOR OTHERS (TEACHERS, PARENTS, GEN ED STUDENTS):

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Outcomes Activity Notes

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- Provide Gen. Ed. classroom teachers with ongoing and consistent case- manager support to ensure success in the gen. ed. environment.
- Advocate for realistic and easily implemented classroom accommodations; provide “best practice” scenarios that most likely “fit” a specific disability.
- There is a streamlined data tracking instrument for parent / teacher use. There is an evaluation system / window with real time data on a student’s work product and assignments, progress reports, and grades. Teachers use the same style Google calendar, Google folder, AERIES to record grades and progress.
- There is better communication between IEP team and parents. One case manager for child’s entire time at SDA to increase consistency. Parents and families of students with special education needs are informed, and involved in all aspects of their student’s education and post school plans. Parent workshops/trainings possible, e.g., training in how to deal with extreme behaviors. Yearly surveys, maybe part of LCAP. It would be nice to have a website “like most of the Ten Ed teachers have”. Case managers should be provided with more community resource information to share with parents. Develop a SDUHSD Community Resource directory. I want to see the district develop better relations with parents – outside of IEPs. Maybe parent ed. nights or discussion nights.
- Create a way to track employment longer than 2 years after if possible.
- High expectations from case managers for all Sp.Ed. students – especially for those who are at Fundamental level.
- There is acceptance of all students by all stakeholders.
- There are improved mental health services for students, in identification, assessment and treatment by highly qualified personnel. Provide Educationally Related Mental Health Services to students who continually run afoul of school rules (aka “discipline cases”). I’d like to see mental health be a more easily accessed resource for students, with more attention paid to identifying and serving students early.
- SDA new buildings to include an IEP room that is welcoming and more conducive to a productive IEP. When planning for new buildings, provide an adequate space for holding IEPs and team collaboration [Sp.Ed. staff is located near each other] Students are housed in adequate comfortable facilities.
- Provision of substitute teachers so that all Gen. Ed. teachers (not just one) can attend an IEP meeting.
- Sp.Ed. staff and student awards
- Move at least 1 Sp.Ed. specialized class to SDA because it’s such a supportive community

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Outcomes Activity Notes

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- Consistent attendance intervention and support for Sp.Ed. students; Attendance & behavior case manager (1) who is admin. - credentialed. Additional Admin. support for APs to work with behavior intervention and even an RTI-style program within SpEd services.
- Provide additional program specialists.
- In the classroom teaming, when master schedule planning, finding that “marriage” or “right fit” between both teachers; common planning and training. Master schedule support requires:
 - Understanding that balancing numbers in Gen. Ed. classrooms is essential for student success
 - Staffing allocations that recognize the need for flexibility when scheduling students with special needs.
 - Provide section flexibility that would allow for multiple sections of case management / academic support classes or fundamental level courses so as to provide greater flexibility in the master schedule for more gen. ed. level course possibilities.
- A lot of money is being spent on transportation to far away schools because there is not a TAP class at SDA. I feel it is best for kids to be able to go to their community school because many of the friends students have grown up with attend the same community schools. A lot of money would be saved if transportation was not needed.
- D/F list for Sp.Ed. is high comparatively. Different ways to work with teachers, provide extra help and assist with organization.
- Decrease suspension rate of Sp.Ed. making students feel more connected to school community and involvement in activities. Provide a deeper analysis of the suspension rate. I would like to see more data related to other discipline interventions prior to suspension, and a discussion around the value of suspension.
- Stop classifying EL students as Sp.Ed. or assuming that Latino/Hispanic SpEd students are unable to progress in any intellectual way.

SDUHSD Special Education Task Force

STRATEGIC PLANNING WORKSHEET

Vision:

The San Dieguito Union High School District provides a full continuum of supports and services to all students in Special Education so that they are prepared and able to achieve a level of competence, self-reliance, disability awareness and independence, based on their own unique abilities, so that they each transition successfully to their future.

Mission:

Our students learn, grow, and thrive in innovative programs that build independence, so that we prepare each student for a successful transition to life after school.

We provide and sustain a balance of life skills, academic skills, social - emotional supports, and transition curricular options based on students' true and ever changing/evolving abilities, interests, and future goals.

Each student is respected as a unique individual and offered high expectations, not bound by label. Decisions and practices will be student-driven and based on evidence and data.

We maintain a "Students First" philosophy. We structure each classroom and educational environment to meet the needs of the students.

We support students as they enter the SDUHSD, to prepare each student to be a successful student during their years in the District, focusing on effective communication, organizational skills, and academic supports for instruction and homework.

We provide supports to students so that they each actively participate in their educational processes, including the IEP process and in activities that increase self -advocacy and self-determination.

We work with parents as partners so that they are well informed and educated about programs and supports available to students within the District as well as when they transition to young adulthood.

We will provide the necessary supports to all staff so that they are informed both of student needs and of evidence-based ways to address and support those needs.

Guiding Principles

Agreed upon norms to be modeled by the group through the strategic planning process.

- Student centered focus
- Consensus with the decision making process
- Honoring of all stakeholder perspectives
- Respectful behavior
- Purposeful listening

Data Presented in Task Force Meetings:

1. CA Dashboard (achievement)
2. D and F rate
3. Graduation Rate
4. Achievement Gap
5. Attendance
6. Suspension
7. Budget
8. CTE Courses
9. Elective Course Enrollment
10. CASEMIS
11. LCAP Duplicated Students

Priorities Identified @ December 20, 2017 Task Force Meeting (see handout)

To think about, through implementing the plan, what will be different for students as global citizens?

- One year from now?
- Two years from now?
- Three-five years from now?

Drafting the Strategic Plan

Step #1:

What are the outcomes we want for students on an IEP?

Step#2:

Prioritizing our Priorities: Analysis (Strengths, Weaknesses, Opportunities and Challenges)

- Strengths (Data)

- Weaknesses (Data)

- Opportunities

- Challenges

**Step #3:
Drafting our Plan:**

Objective/Goal #1:

Rationale/Critical Need:

Supporting Data:

Growth Targets:

LCAP Goals Addressed:

Impact on student learning of academic standards, schoolwide learner outcomes, & critical learner needs:

| Action Steps Needed to Achieve Objectives | By Whom? | Professional Development/Resources/Funding | By What Date? (Timeline) | Means to Assess Improvement: How will we know objective has been achieved? Measurables? | Reporting |
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Objective/Goal #2:

Rationale/Critical Need

Supporting Data

Growth Targets

LCAP Goals Addressed

Impact on student learning of academic standards, schoolwide learner outcomes, & critical learner needs:

| Action Steps Needed to Achieve Objectives | By Whom? | Professional Development/Resources/Funding | By What Date? (Timeline) | Means to Assess Improvement: How will we know objective has been achieved? Measurables? | Reporting |
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Objective/Goal #3:

Rationale/Critical Need

Supporting Data

Growth Targets

LCAP Goals Addressed

Impact on student learning of academic standards, schoolwide learner outcomes, & critical learner needs:

| Action Steps Needed to Achieve Objectives | By Whom? | Professional Development/Resources/Funding | By What Date? (Timeline) | Means to Assess Improvement: How will we know objective has been achieved? Measurables? | Reporting |
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Objective/Goal #4:

Rationale/Critical Need

Supporting Data

Growth Targets

LCAP Goals Addressed

Impact on student learning of academic standards, schoolwide learner outcomes, & critical learner needs:

| Action Steps Needed to Achieve Objectives | By Whom? | Professional Development/Resources/Funding | By What Date? (Timeline) | Means to Assess Improvement: How will we know objective has been achieved? Measurables? | Reporting |
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Objective/Goal #5:

Rationale/Critical Need

Supporting Data

Growth Targets

LCAP Goals Addressed

Impact on student learning of academic standards, schoolwide learner outcomes, & critical learner needs:

| Action Steps Needed to Achieve Objectives | By Whom? | Professional Development/Resources/Funding | By What Date? (Timeline) | Means to Assess Improvement: How will we know objective has been achieved? Measurables? | Reporting |
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