



**BOARD OF TRUSTEES
WORKSHOP**

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Beth Hergesheimer
Amy Herman
Maureen "Mo" Muir
John Salazar

Superintendent
Eric R. Dill

Union High School District

**THURSDAY, AUGUST 17, 2017
4:30 PM**

**DISTRICT OFFICE BOARD ROOM 101
710 ENCINITAS BLVD., ENCINITAS, CA 92024**

Welcome to the meeting of the San Dieguito Union High School District Board of Trustees.

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 Secretary to the Board prior to the start of the meeting. When the Board President 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, special meeting public comments are limited to item(s) on the published agenda. Unless placed on the published agenda, no discussion or action may be taken by the Board of Trustees.

PUBLIC INSPECTION OF DOCUMENTS

In compliance with Government Code 54957.5, agenda-related documents that have been distributed to the Board less than 72 hours prior to the Board Meeting will be available for review on the district website, www.sduhsd.net and/or at the district office. Please contact the [Office of the Superintendent](#) for more information.

CLOSED SESSION

The Board may meet in Closed Session to consider qualified matters of litigation, employee negotiations, student discipline, employee grievances, personnel qualifications, or real estate negotiations which are timely.

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 Governing Board, please contact the [Office of the Superintendent](#). 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
BOARD OF TRUSTEES
WORKSHOP AGENDA**

**THURSDAY, AUGUST 17, 2017
4:30 PM**

**DISTRICT OFFICE BOARD ROOM 101
710 ENCINITAS BLVD., ENCINITAS, CA 92024**

The Governing Board of the San Dieguito Union High School District has scheduled a Board Workshop for Thursday, August 17, 2017, at the above location, in the Board Room.

1. CALL TO ORDER **4:30 PM**

2. PUBLIC COMMENTS
In accordance to the Brown Act, special meeting public comments are limited to item(s) on the published agenda. Unless placed on the published agenda, no discussion or action may be taken by the Board of Trustees. (*See Board Agenda Cover Sheet for further information on public comments.*)

INFORMATION ITEMS

3. SPECIAL EDUCATION CONTINUUM OF SERVICES

4. ADJOURNMENT

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: August 10, 2017

BOARD MEETING DATE: August 17, 2017

PREPARED BY: Mark Miller
Associate Superintendent of
Administrative Services

SUBMITTED BY: Eric R. Dill, Superintendent

SUBJECT: SPECIAL EDUCATION CONTINUUM OF SERVICES

EXECUTIVE SUMMARY

Staff will present on the continuum of Special Education services offered within the San Dieguito Union High School District.

RECOMMENDATION:

This item is submitted for information only.

Welcome and Introductions

Mark Miller-Associate Superintendent of Administrative Services

Meredith Wadley-Director of Student Support Services

Special Education Team

- Program Supervisors
- Nathan Molina-Transition Services Coordinator
- Site Admin Team

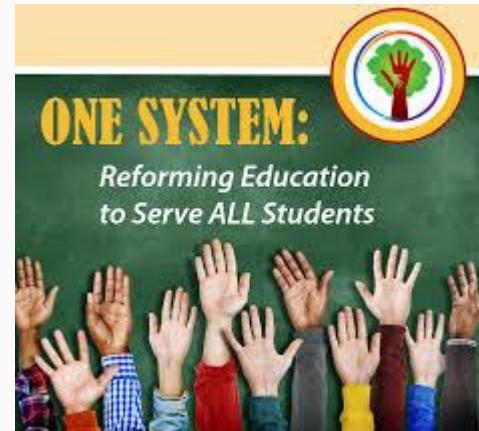


CA Special Education Task Force

The California Statewide Special Education Task Force was formed in 2013 by a group of representative stakeholders charged with studying exactly why special education is not more successful and what must be changed in both policy and practice to improve services for all children.

Purpose:

- to evaluate the status of special education in the state
- to examine best practices here and across the country
- to propose recommendations for strengthening the system.



Administrative Services Reorganization

Key Focus: General Education/Special Education Integration

All Students are General Education Students First

- Continue to build on our district multi-tiered system of support framework around core instruction, differentiated learning, and alignment of systems necessary for all students' academic, behavioral, and social success.
- Increased support at the site level
- Specific hiring of administrators this year with special education experience
- Increase parent participation





Administrative Services Areas of Oversight

Student Wellness

Safety

Athletics

Special Education

Educational Technology

Section 504's

Home Hospital Instruction

AVID

Counseling/Guidance

Early Intervention Systems

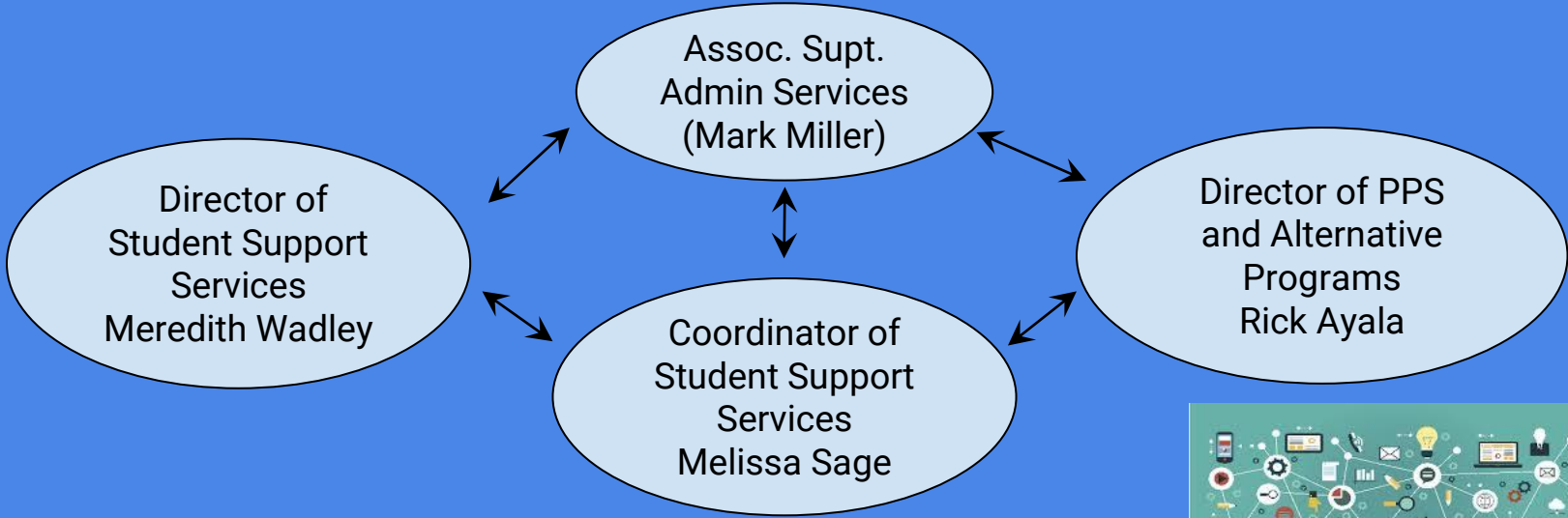
California Statewide Testing Program

Student Discipline

Attendance

Inter and Intra District Transfers

Administrative Services



Director PPS and Alt. Programs: Attendance (SARB), Discipline, Restorative Practices, Homeless/Foster, Athletics, Intra and Inter District Transfers, Sunset HS

Director Student Support Services: Special Education, Section 504 District Compliance Officer, Health Services, Social Workers, and Home and Hospital

Coordinator Student Supports: Counselors, Registrar Oversight, UC/CSU Articulation, A-G Compliance, Transcripts, Interventions, Attendance Accountability, TUPE, 504 Support

Program Supervisor Support

Cheri Bene': Adult Transition Program and NPS

Rachel Page: Diegueno MS, Oak Crest MS and NPS

Rebecca Gallow: La Costa Canyon HS, San Dieguito HS Academy and NPS

Erica Munoz: Canyon Crest Academy, Pacific Trails MS, Earl Warren MS and NPS

Courtney Cook: Torrey Pines HS and Carmel Valley MS and NPS

Tiffany Hazlewood: District Office Support (Professional Learning Support, Policies and Procedures, Alt. Dispute Resolution, Due Process, etc), Compliance, Residential Treatment Center Oversight, Educationally Related Mental Health Services Oversight

Psychologist on Special Assignment: Residential Treatment Center Support, Educationally Related Mental Health Services (Assessments and Services), Non-Public School Assessment Support, District Wide Assessment Support

Site Administrative Teams - Assistant Principals and Principals



SDUHSD Special Education by the Numbers

Performance Data:

- Graduation Rate
- California Assessment of Student Performance and Progress
- Annual Performance Measures

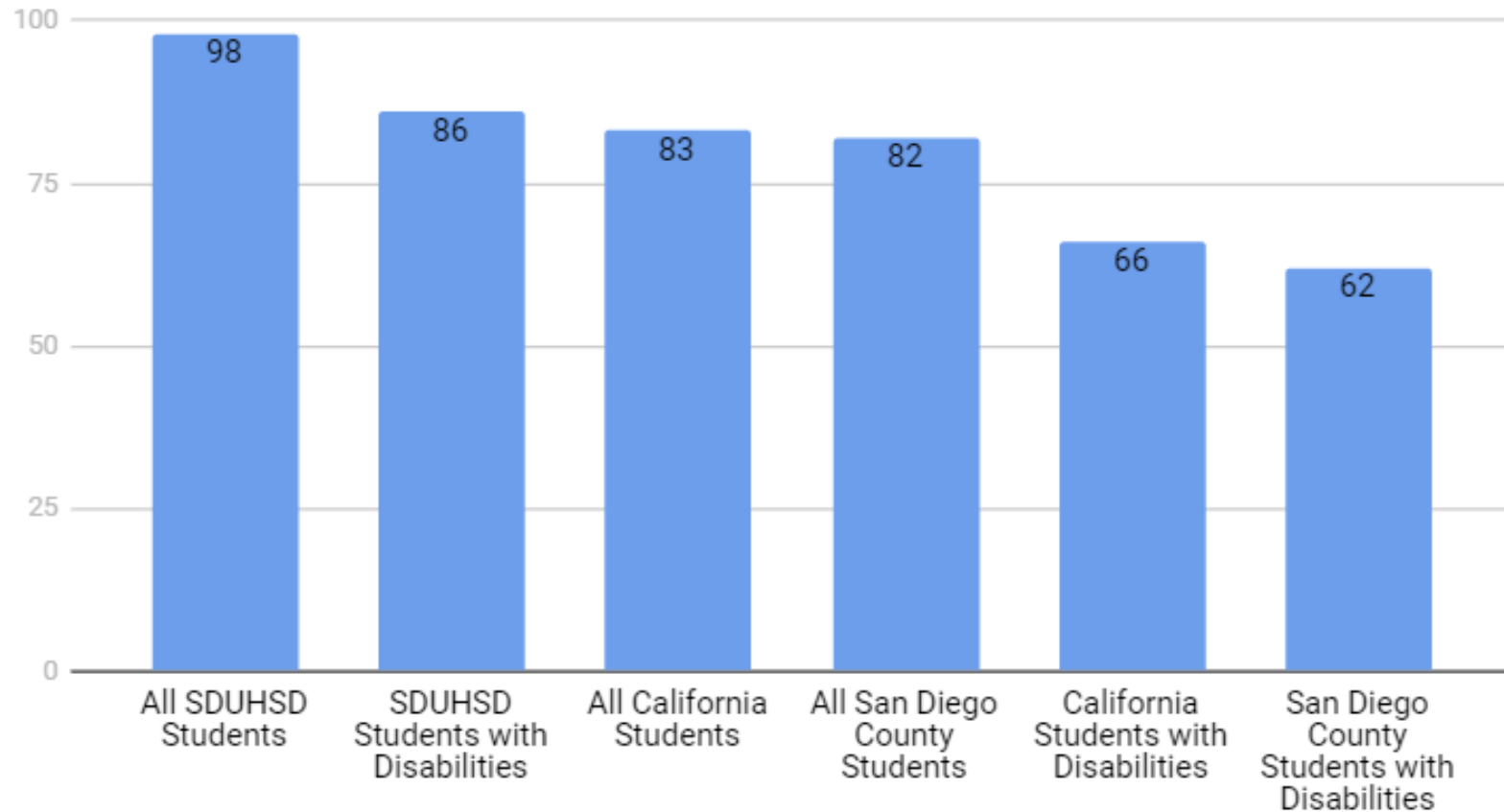
Office of Administrative Hearings:

- State Trends
- SDUHSD Due Process Filings

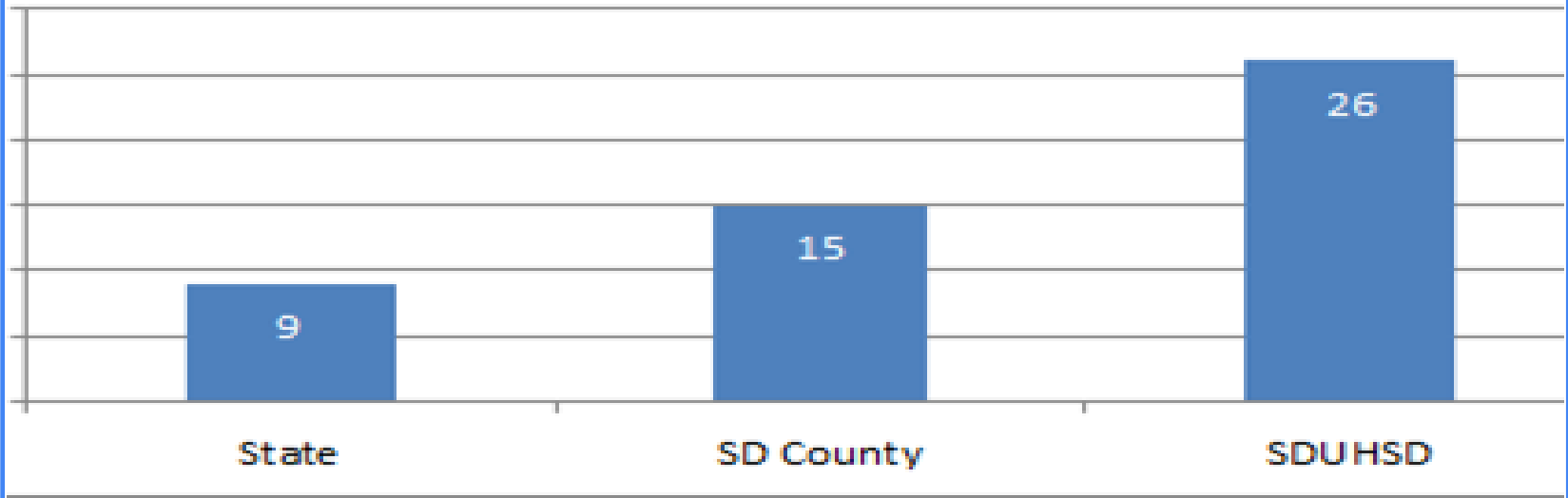
Budget:

- Total Budget
- Special Education Legal Fees
- Settlement Agreements
- Non-Public Schools and Educationally Related Mental Health Services (Residential Treatment Services)

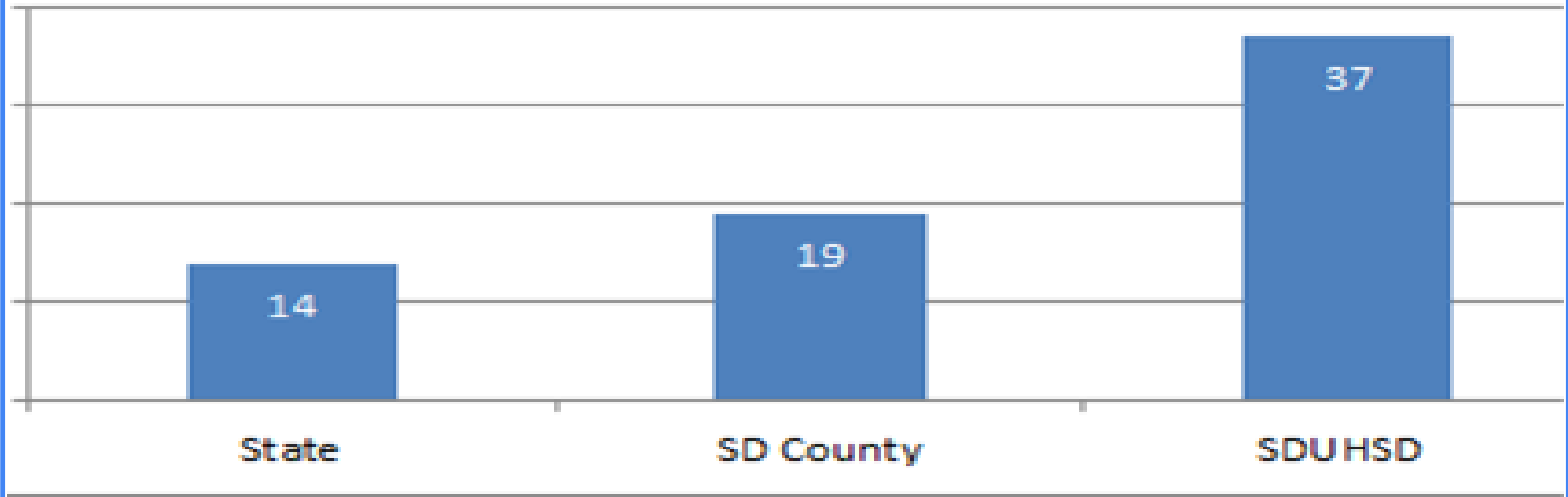
2015-16 Graduation Rate Comparison



15-16 CAASPP Math % of Special Education Students: Standard Met or Standard Exceeded



15-16 CAASPP ELA % of Special Education Students: Standard Met or Standard Exceeded



The Special Education Annual Performance Report Measures are a series of reports by the California Department of Education (CDE), Special Education Division (SED) to disseminate educational data and improve the quality of education for all students, with an emphasis on students with disabilities.

For 2015-16 **SDUHSD Met or Exceeded the Standard** in 16 of the 17 areas*. Highlights include:

- ➔ **Indicator 8-Parent Involvement:**
99.93% of district parents with a student on an IEP report that District schools facilitated parent involvement as a means of improving services and results for students with disabilities
- ➔ **Indicator 13- Secondary Transition Goals and Services**
100% of students age 16 and above had an IEP that included all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet their postsecondary goals
- ➔ **Indicator 14-Post School:**
99.38% of our former students who had an IEP, and are no longer in secondary school who report having any post-secondary education or employment
- ➔ **Indicator 11-Eligibility Evaluation:**
100% of SDUHSD students whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

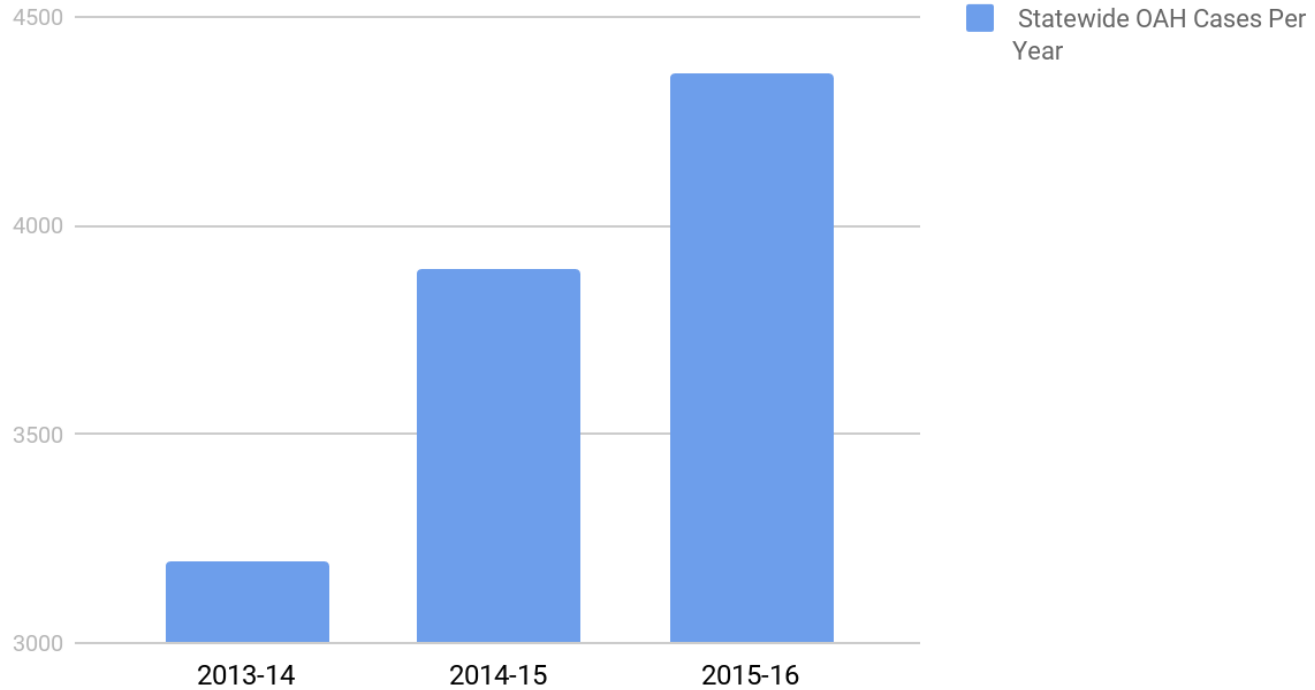
*SDUHSD did not meet Indicator 3: Statewide Assessments, "Participation Target" of having 95% of students participate in the statewide testing program; SDUHSD 90%

Due Process Complaints

- A due process complaint is a written document used to request a due process hearing related to the identification, evaluation, or educational placement of a child with a disability, or the provision of a free, appropriate public education (FAPE) to the child.
- The complaint may be filed by a parent or public agency (school district).
 - Under California law, a public agency must file a request for due process with the Office of Administrative Hearings (OAH) when the parent refuses to consent to any part of a special education student's individualized education program (IEP), if that component is necessary to provide the student a FAPE. (California Education Code Section 56346.
- Steps: Resolution Session (required), Mediation, and a formal Due Process Hearing

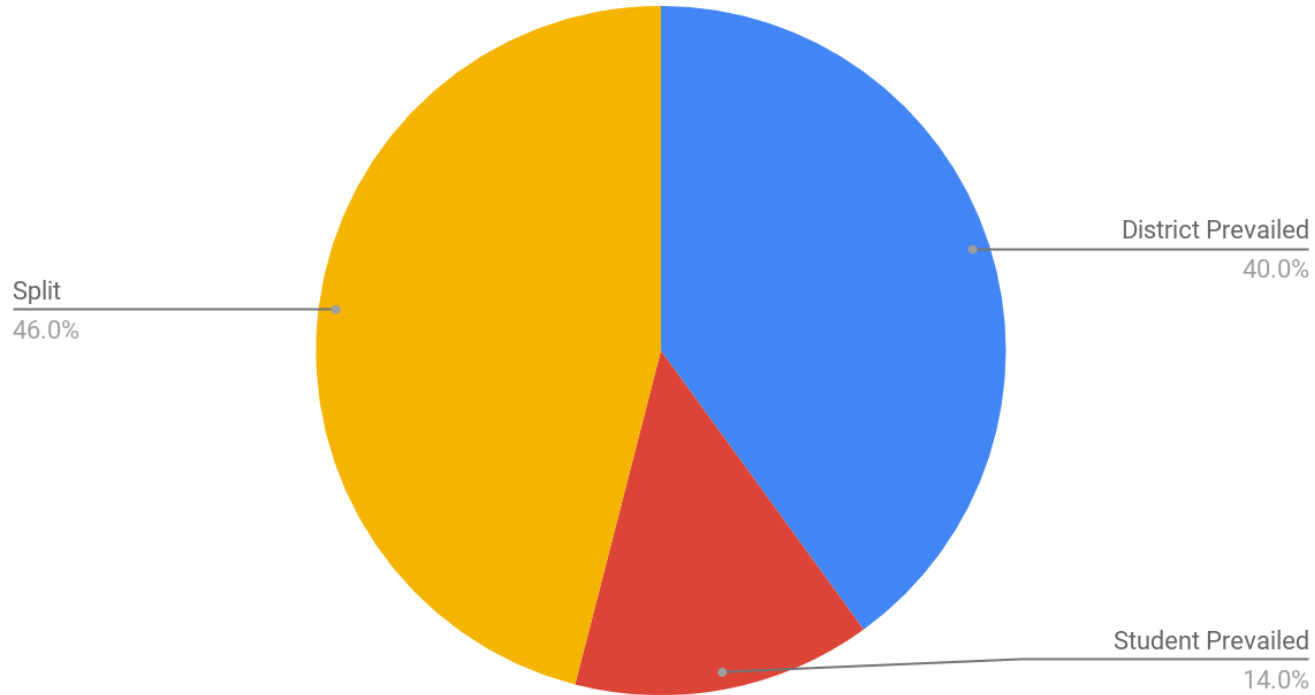
ITEM 3

Statewide OAH Cases



ITEM 3

2015-16 California OAH Decisions



Due Process

Parent Filed Due Process Complaints

Year	Students on an IEP	Parent Filed Due Process Complaints	% of Parent Initiated DP Complaints to Total Students on an IEP
2014-15	1451	9	.06%
2015-16	1447	6	.04%
2016-17	1365	9	.06%

Due Process Complaints

District Filed Due Process Complaints

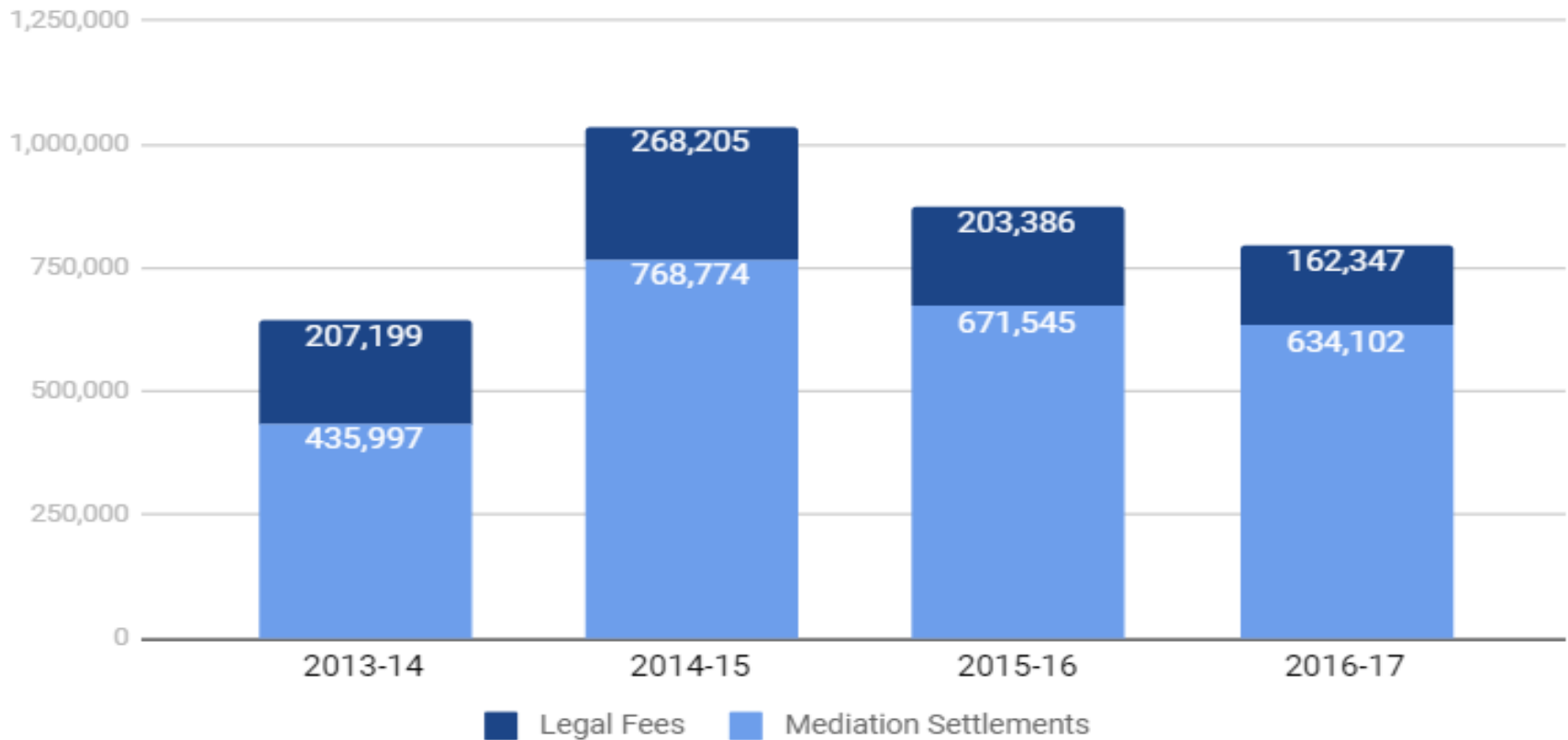
Year	Students on an IEP	District Filed Due Process Complaints	% of District Initiated DP Complaints to Total Students on an IEP
2014-15	1451	8	.05
2015-16	1447	3	.02
2016-17	1365	5	.03

Due Process Complaints

Total Due Process Complaints

Year	Total DP Complaints for Students on an IEP	% of Total DP Complaints to Total Students on an IEP
2014-15	17	1%
2015-16	9	.06%
2016-17	14	1%

Legal and Settlement Costs



Special Education Budget

	2014-15 Actual	2015-16 Actual	21016-17 Budget	2017-18 Adopted
Certificated Salaries	6,921,618	7,847,161	8,686,795	8,381,884
Classified Salaries	2,491,132	2,594,691	3,063,706	2,846,128
Benefits	3,070,092	2,930,009	3,318,418	3,327,002
Books & Supplies	141,942	204,968	111,620	123,239
Services & Contracts	6,076,951	4,841,095	4,677,464	5,435,671
Other Outgo	816,505	796,068	778,994	710,235
Total	19,518,240	19,213,992	20,636,997	20,824,159

North Coastal Consortium for Special Education (NCCSE)

- The North Coastal Consortium for Special Education (NCCSE) is a Special Education Local Planning Area (SELPA) that is composed of 14 school districts in North San Diego County.
- Each SELPA must have an Administrative Unit which is the legal entity that receives funds and is responsible for seeing that every eligible child receives appropriate services.
- The Administrative Unit for the North Coastal Consortium for Special Education is the San Diego County Office of Education.

NCCSE continued

As a Special Education Local Planning Area (SELPA) in California, NCCSE's responsibilities include:

- Coordinating Special Education Programs and student placement
- Monitoring compliance with State and Federal Mandates
- Developing Policy and Procedure
- Fostering an active Community Advisory Committee (CAC) to include parents of students with disabilities and representatives for other local agencies, such as Regional Center, in NCCSE's planning and programs

SDUHSD Continuum of Services

- With special education students, there is a wide range of disability levels to consider.
- Special education disability categories can range from a mild learning disability to more severe physical or emotional disability.
- Individuals with Disabilities Act (IDEA) breaks down disabilities into 14 specific categories. With each category, the range of disability can be mild to severe.
- SDUHSD serves the continuum of disabilities through a continuum of services
 - Special Education is a service, not a place; services are not dependent on a disability category
 - Services are determined by an IEP team based on student data identifying unique learning needs
 - Assessment drives goals, goals drive services, services drives placement
 - IDEA says that children who receive special education should learn in the least restrictive environment. This **means** they should spend as much time as possible with peers who do not receive special education.

Under IDEA, in order to be eligible for special education services, students must be identified under one or more of the following categories:

- Autism
- Cognitive Impairment
- Deaf-Blindness
- Deafness
- Developmental Delay (ages 3-9)
- Emotional Disturbance
- Other Health Impairment
- Hearing Impairment
- Speech Language Impairment
- Specific Learning Disability
- Multiple Disabilities
- Orthopedic Impairment
- Traumatic Brain Injury
- Visual Impairment, including Blindness



Refer to slides 35-40 for a description of each category

CASEMIS 5 Year History - Totals by Year and by Disability

	ID	HH	Deaf	SLI	VI	ED	OI	OHI	SLD	MD	AUT	TBI	Total	%
2011 - 12	32	11	5	127	6	115	33	454	486	14	176	11	1470	11.8%
2012 - 13	34	7	2	107	7	109	29	417	523	19	180	11	1445	11.5%
2013 - 14	37	7	3	97	7	134	25	414	516	23	178	10	1451	11.4%
2014 - 15	41	9	2	108	9	108	26	401	512	22	200	9	1447	11.3%
2015 - 16	36	7	1	96	7	89	25	389	484	20	205	6	1365	10.5%

SDUHSD Programs and Related Non-Public Programs

- **Learning Center** - for special education students who benefit from the general education curriculum, but require direct instruction, additional adult assistance, and additional support in the following areas including: 1) Pragmatic language and social skills deficits, 2) School anxiety and 3) Significant attention and executive functioning deficits. Learning Center Programs are located at La Costa Canyon, Torrey Pines, Earl Warren and Diegueno.
- **Social Emotional Academic Success (SEAS)** - SDUHSD's Social and Emotional Academic Support (SEAS) Program's foundation is to provide immediate and individualized supports to assist students who are primarily referred to the program based on their social and emotional needs, while also needing academic support. Within the SEAS system, the classrooms incorporate a behavioral modification system in the form of a Five Tier Level System that is managed through daily/weekly data collection. The goal of the behavior management system is to assist students in replacing or decreasing undesired behaviors with appropriate positive, or desired, behaviors. SEAS Programs are located at Diegueno and La Costa Canyon.
- **Middle School Learning Academy (MSLA) & High School Learning Academy (HSLA)** - Middle School Learning Academy (MSLA) & High School Learning Academy (HSLA): Highly structured programs for Special Education students performing at or above grade level in core content areas, but require consistent daily structure and support for overstimulation, organization, comprehension, task completion and focus/attention. Students are mainstreamed into general education classes, receiving support in these settings from a case manager and/or behavior intervention assistants. In addition to academic supports, the MSLA/HSLA teams implement social skill awareness and accountability throughout each school day, working closely with district specialists. The Middle School Learning Academy is located at Diegueno Middle School. The High School Learning Academy, is located at La Costa Canyon High School.

SDUHSD Continuum of Services

- **Seaside Prep** - Students attending Seaside Prep are capable of learning with a standards-based curriculum at or near their grade level in most subjects, with appropriate accommodations and modifications. Students should be working close to grade level in most academic subjects to be eligible for this program. Seaside Prep is located on the campus of Torrey Pines.
- **Functional Life Skills Program (formerly Severely Handicapped/SH)** - The Functional Life Skills program (FLS) is designed to meet the educational needs of students who have significant developmental and intellectual disabilities. Specially-designed instruction addresses the development of skills in the areas of functional academics, adaptive, behavior, social skills, pre-vocational and independent living. The FLS program is located at Oak Crest, La Costa Canyon and Torrey Pines.
- **Coastal Learning Academy (CLA)** – CLA is a program at the high school level that serves students with a variety of needs. CLA currently services SDUHSD students and non-SDUHSD students from a variety of North County districts. CLA is designed primarily for college-prep, diploma-bound students. Students referred to this program qualify for special education services under a variety of categories including but not limited to, Autistic-Like behaviors, Other Health Impaired, Emotional Disturbance, Specific Learning Disability, and Speech/ Language Impaired. CLA is located at Canyon Crest Academy.

SDUHSD Continuum of Services

- **Transitional Alternative Program (TAP)** - The San Dieguito Union High School District's Transitional Alternative Programs (TAP) are located on selected middle school and high school campuses . TAP is developed for students who require functional, social, vocational, and independent living skills which are necessary in preparation for a successful adult life. TAP provides a successful path for a students on a certificate of completion track. Students in TAP are typically significantly below grade level in academics and adaptive behavior when compared to their same aged peers. Students in TAP participate regularly with community based learning and involvement with Workability job exploration which prepares them for successful independent life skills after for post-secondary outcomes. A student's placement in the TAP program is made by an IEP team with the possibility of mainstreaming in general education and fundamental level courses. TAP is located at Oak Crest, Carmel Valley, La Costa Canyon and Torrey Pines.
- **Adult Transition Program (ATP)** - Provides young adults an introduction to an environment similar to the one in which they will eventually transition. Qualifying students age 18-22, regardless of their level of need, are included. The program's goal is to help each student reach their utmost level of independence through differentiated, small group activities which build on the strengths of each student. ATP is located at La Costa Canyon High School.
- **Non-Public School (NPS) Related Programs** – The IEP Team may recommend a NPS placement when a district placement cannot be identified, which will appropriately meet the student's needs.

Transition Services as Defined in IDEA

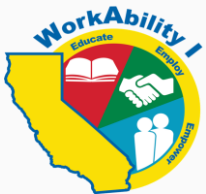
Focus:

- Improve academic and functional achievement to facilitate movement from school to post-school activities (postsecondary education, vocational education, integrated employment, continuing and adult education, adult services, independent living or community participation.)
- Based on youth's strengths, preferences, and interests.
- Includes instruction, related services, community experience, development of employment, and other post-school living objectives.
- Mandates the development of a plan that summarizes skills, strengths, transition readiness, and needs.



Transition Services

- Determine students abilities and interests via assessment
- Develop Individual Transition Plan (ITP)
 - Education
 - Employment
 - WorkAbility I
 - Transition Partnership Program
 - Independent Living
- Staff Training



TRANSITION SERVICES FLOW CHART

Age-Appropriate Transition Assessments

- Needs
- Strengths
- Preferences
- Interests



Write Post-Secondary Goals

- Education/Training
- Employment
- Independent Living, as appropriate



Identify Transition Activities

- Instruction
- Related Services
- Community Experiences
- Employment, Adult Living & Daily Living



Implement Activities to Support Post Secondary Goals

Coordinate Services with Adult Agencies, as appropriate



Monitor Progress

- Academic Achievement
- Functional Performance

Continuous Improvement

Work done the last several years around special education....

- Fiscal Crisis and Management Assistance Team (FCMAT) audit of special education services and finances
- Special Education Parent Forum
- Dr. Gary Greene/ATP Consult
- Fundamental Classes: Social Science, Math, and ELA focus groups
- Specific service development to bring students back to the district from NPS and RTC
- Curriculum and instruction workgroups

Special Education Goals 17-18

Transitions: Feeder Districts to SDUHSD, Middle to HS, HS to Adult Transition

Program Locations: District-wide continuum of services

Post-Secondary Transition Planning for Students

Parent Communication and Resources

Administrative and Teacher training

Special Education Goals 17-18

Continue with Parent Forums

- Continue to engage our parent community
- Look to add an administrator per site and a parent rep per site

Convene the Special Education Task Force for SDUHSD

- Recommending to be led by an outside facilitator
- 20-25 people including parents, teachers (general education and special education), related service providers (SLP, Psych, Social Worker), administrators, classified staff, district office staff and students, to engage in a strategic planning process with plans to have a final document by spring 2018 with implementation of plan 2018-19.
- Utilize document to drive how we move forward as a district around special education.

The Disability Categories: Defined

The varying needs of students with disabilities may require transportation personnel to have some familiarity with a wide range of practices and services. Whatever the situation, transportation personnel are expected to, and must, be ready to serve the student's needs.

At a minimum, this will require a comprehensive in-service training program – with periodic updates - to familiarize transporters with the characteristics of their special populations.

The most common disabilities that a school bus driver may encounter are:



- **Autism** - An IDEA disability category in which a developmental disability, generally evident before age 3, significantly affects verbal and nonverbal communication and social interactions and adversely affects educational performance.

- **Cognitive Impairment** - An IDEA disability category in which sub-average intellectual functioning exists concurrently with deficits in adaptive behavior. These deficits are manifested during the student's developmental period and adversely affect the student's educational performance. The term "mental retardation" was previously used to refer to this condition.
- **Deaf-Blindness** - An IDEA disability category in which a student demonstrates hearing and visual impairments, and where the combination of these two disabilities causes such severe communication and other developmental and educational needs that the student cannot be accommodated with special education services designed solely for students with deafness or blindness.
- **Deafness** - An IDEA disability category in which a hearing impairment is so severe that, the student, with or without amplification, is limited in processing linguistic information through hearing, which adversely affects educational performance.



- **Developmental Delay** - An IDEA disability category used only for students ages 3 through 9 for whom a significant delay exists in one or more of the following skill areas: receptive/expressive language; cognitive abilities; gross/fine motor functioning; social/emotional development; or self-help/adaptive functioning. The use of this category is optional for districts.
- **Emotional Disturbance** - An IDEA disability category in which a student has a condition exhibiting one or more of five behavioral or emotional characteristics over a long period of time, and to a marked degree, that adversely affects educational performance. These five characteristics include: (1) an inability to learn that cannot be explained by intellectual, sensory, or health factors; (2) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (3) inappropriate types of feelings under normal circumstances; (4) a general pervasive mood of unhappiness or depression; or (5) a tendency to develop physical symptoms or fears associated with personal or school problems. The term *does not* include students who are socially maladjusted unless it is determined they have an emotional disturbance. The term emotional disturbance *does* include students who are diagnosed with schizophrenia.



- **Other Health Impairment** - An IDEA disability category in which a student exhibits limited strength, vitality or alertness, including heightened alertness to environmental stimuli that is due to chronic or acute health problems (such as asthma, ADD or ADHD, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia) to such a degree that it adversely affects the student's educational performance.
- **Hearing Impairment** - An IDEA disability category in which a student has a permanent or fluctuating hearing loss that adversely affects the student's educational performance but is not included under the category of deafness.
- **Speech Language Impairment** - An IDEA disability category in which a delay or disorder exists in the development of comprehension and/or the uses of spoken or written language and/or other symbol systems and which adversely affects the student's educational performance. A language impairment may involve any one or a combination of the following: the form of language (morphological and syntactic systems); the content of language (semantic systems); articulation/phonology, voice, and fluency disorders; and/or the function of language in communication (pragmatic systems).

- **Specific Learning Disability** - An IDEA disability category in which a specific disorder of one or more of the basic psychological processes involved in understanding or in using spoken or written language may manifest itself in an impaired ability to listen, think, speak, read, write, spell or do mathematical calculations, adversely affecting the student's educational performance. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include a student who has needs that are primarily the result of visual, hearing, or motor disabilities; cognitive impairment; emotional disturbance; or environmental, cultural, or economic disadvantage.
- **Multiple Disabilities** - An IDEA disability category in which two or more impairments coexist (excluding deaf-blindness), whose combination causes such severe educational problems that the student cannot be accommodated in special education services designed solely for one of the impairments. Multiple disabilities are generally lifelong, significantly interfere with independent functioning, and may necessitate environmental modifications to enable the student to participate in school and society.



- **Orthopedic Impairment** - An IDEA disability category that includes physical impairments that adversely affects a student's educational performance and are caused by congenital anomaly (e.g., clubfoot, absence of an appendage, etc.); disease (e.g., poliomyelitis, bone tuberculosis, etc.); or from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contracture).

- **Traumatic Brain Injury** - An IDEA disability category that refers to an injury to the brain caused by an external physical force and resulting in a total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas such as cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory perception and motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not apply to congenital or degenerative brain injuries or to brain injuries induced by birth trauma.
- **Visual Impairment including Blindness** - An IDEA disability category characterized by impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes partial sight, which refers to the ability to use vision as one channel of learning if educational materials are adapted, and blindness, which refers to the prohibition of vision as a channel of learning, regardless of the adaptation of materials.

