



Union High School District

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**SAN DIEGUITO UNION HIGH SCHOOL DISTRICT  
BOARD OF TRUSTEES  
BOARD WORKSHOP  
AGENDA**

**FEBRUARY 4, 2010  
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, February 4, 2010, at 4:30 PM, at the above location.

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

**INFORMATION ITEM**

- 2. Update, Student Support Systems
- 3. Adjournment

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 District 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

### INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 29, 2010

BOARD MEETING DATE: February 4, 2010

PREPARED BY: Bruce Cochrane, Executive Director  
Pupil Services

SUBMITTED BY: Ken Noah  
Superintendent

SUBJECT: Student Services

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#### **EXECUTIVE SUMMARY**

At the December 14, 2009 Board Meeting, the Board of Trustees approved the district's Strategic Plan. At the February 4, 2010 workshop, we look forward to presenting information on Action Plan 4 from the district's Strategic Plan. Topics covered include:

- \*SST Process
- \*Diegueno Middle School Pyramid of Intervention
- \*Special Education Program Overview
- \*Non Public Schools Analysis
- \* California Healthy Kids Survey Results
- \*Fall 2009 Alcohol and Drug Prevention Overview

#### **RECOMMENDATION**

This item is being submitted as an update for the Board.

#### **FUNDING SOURCE**

Not Applicable

KN/ddb  
Attachments



## **Student Services Board Workshop**

February 4, 2010

To deliver a comprehensive and coordinated system of assistive programs and expanded learning that promotes higher achievement in students requiring additional support.

1. Student Study Team
  - 1.1 Defining the SST process
  - 1.2 District wide SST process
2. Interventions
  - 2.1 Imbedding interventions into a system
3. Special Education
  - 3.1 Program overview
  - 3.2 Addressing the issues
4. Alcohol and Drug
  - 4.1 California Healthy Kids Survey Results –talking points
  - 4.2 Current Interventions

### **Attachments**

- \*SST Process (page 1)
- \*Diegueno Middle School Pyramid of Intervention
- \*Special Education Program Overview
- \*Non Public Schools Analysis
- \* California Healthy Kids Survey Results
- \*Fall 2009 Alcohol and Drug Prevention Overview



**San Dieguito Union High School District**  
**Student Study Team (SST) Process**

**Student Study Team**

The SST process is a collaborative effort to deliver a comprehensive and coordinated system to support and monitor student progress.

The goal of the SST process is to develop an understanding of the student, discuss and document pre-referral interventions, identify continuing concerns, and generate interventions to expand the student's learning in order to promote higher achievement.

**SST Process Goals:**

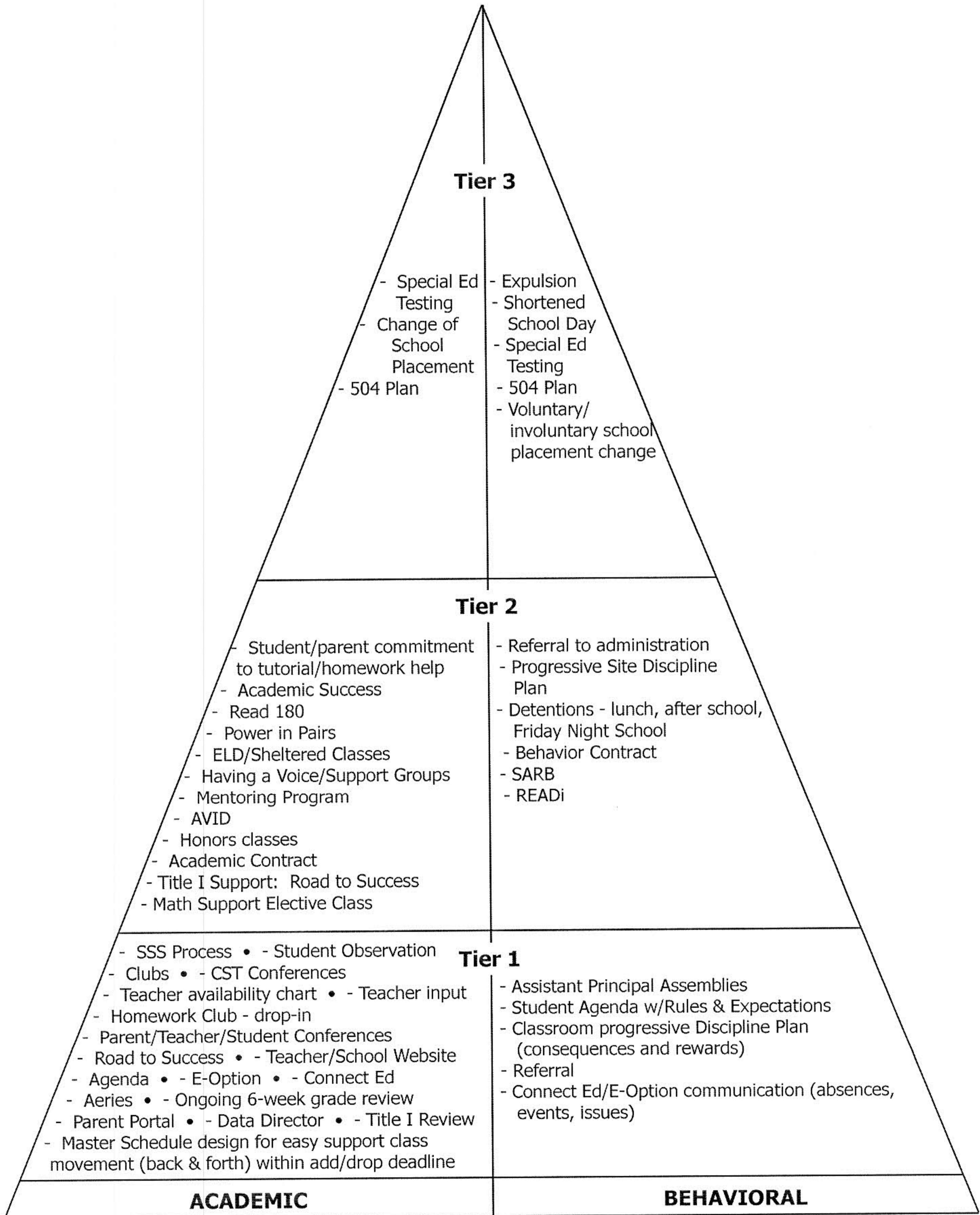
1. Supports students at risk (academic and social/emotional/behaviors)
2. Documents interventions
3. Identifies issue(s) the student is experiencing
4. Provides support for teacher(s)
5. Implements a holistic problem-solving approach
6. Gathers information from multiple sources
7. Provides early assistance for students and staff
8. Creates positive outcomes for students
9. Delivers a comprehensive and coordinated system of assistive programs

**SST Process**

1. Complete the SST Referral Form
2. Schedule the SST meeting
3. Gather all of the appropriate documentation
  - a. The following MUST be included:
    - i. Data Director Student Profile
    - ii. AERIES Intervention Screen (If Strategic Interventions were provided)
    - iii. SST Referral Form
    - iv. Relevant data documenting progress/lack of progress resulting from classroom or Strategic interventions
    - v. Parent Information Form
4. Conduct the SST meeting
5. Generate strategies/interventions/ and complete the SST Meeting Summary Form
  - a. Identify interventions
  - b. Identify timelines and who is responsible for all activities
  - c. Identify follow up date
  - d. Identify participants



# PYRAMID OF INTERVENTION





## **Pupil Services/Special Education Board of Trustees Report February 4, 2010**

The San Dieguito Union High School District offers a continuum of special education services for students with Individual Education Plans (IEPs) that define specific goals for students to achieve using unique instructional strategies and small group instruction. These services include, but are not limited to, specialized academic instruction, adaptive physical education, assistive technology, occupational therapy, speech/language therapy and counseling.

- Students who have moderate to severe disabilities attend a Regional Severely Handicapped class. The program serves students from grade seven through the post-secondary levels (ages 18 to 22). Students who participate in this program work toward a certificate of achievement. Many students spend most of their instructional day in this classroom setting, but may be mainstreamed into general education classes for portions of their school day. The District currently has 3 schools (Earl Warren Middle School, La Costa Canyon High School and Torrey Pines High School) serving the needs of students with moderate to severe disabilities.
- The Transitional Alternative Program (TAP) is a program for students who require a curriculum with an emphasis on functional academics, social, vocational and independent living skills. Students who participate in this program work toward a Certificate of Achievement. TAP students are significantly below grade level in academic ability and adaptive behaviors. The district currently has five TAP classes (Carmel Valley Middle School, Oak Crest Middle School, La Costa Canyon High School and 2 classes at Torrey Pines High School).
- Resource Program services are offered at the middle and high school levels for students with mild to moderate disabilities. In most cases, students receive extra support in core subject areas. The delivery model would include one or more of the following courses:
  - Fundamental Level Courses are special education courses that address California content standards and are designed to provide curriculum that is parallel to the general education curriculum in a special education setting. Special education teachers provide instruction in the areas of Language Arts, Math, and Social Sciences. Fundamental level courses are offered at all of the middle school sites as well as La Costa Canyon High School and Torrey Pines High School.
  - Team-teaching is an approach in which two teachers, one special education and one general education, work together to teach all students in a general education classroom.



- Learning Center is a program for students who benefit from the general education curriculum, but require differentiated instruction and additional support due to weaknesses in the following areas: school anxiety, attention, social skills, pragmatic language, sensory deficits, transitions, and organizational skills. There are four Learning Centers in the District - Diegueño Middle School, Earl Warren Middle School, La Costa Canyon High School and Torrey Pines High School.
- The Coastal Learning Academy (CLA) is a program serving students in grades 9 – 12 who are typically placed in non-public schools outside of the District. CLA is a regional program sponsored by the North Coastal Consortium for Special Education (NCCSE) Special Education Local Planning Area (SELPA). This program is considered the most restrictive in the district and most often is considered only when all other supports and services have not been successful. Students who are recommended for this program qualify for special education services and struggle with auditory processing, Asperger's Syndrome, ADHD or other similar disabilities. Class size is small, the daily routine is structured, and instructional strategies use a multi-sensory approach. A team teaching model is utilized in CLA. This program is designed for diploma bound students. CLA is located at Canyon Crest Academy.
- The Adult Transition Program (ATP), located in both the northern and southern ends of the district, provides a functional life skills curriculum for students' ages 18 to 22 years, as they transition from public school to adult life. The program addresses skills across multiple "life domains" to include employment, independent living, community experience and education/instruction in partnership with other agencies such as the Department of Rehabilitation and Regional Center. The purpose of the Adult Transition Program is to ensure that every student, regardless of the severity of their disability, is capable of living, working and participating in their community. The ATP program located in the north works in collaboration with the Carlsbad Unified School District to expand resources and opportunities for students.
- At this time there are 41 students (29 in local non-public schools and 12 through County Mental Health placements) who are placed for various reasons in Non Public School settings. Additionally, 12 students are receiving services from Non Public Agencies.
- 153 Students receive transportation services from the District.

Students in these programs may also receive adapted physical education, occupational therapy, behavior management support, counseling, speech/language therapy, and coaching for employment skills development through the WorkAbility Program.

Some students only receive speech/language therapy. Sessions vary from one-on-one to small groups. Students may meet in sessions from once a week to three or four times a week.



At this time there are 1188 students who have active IEPs. This represents 10% of the District's population. Below is a list of the identifying disabilities and the numbers of students who qualify for special education services based on each student's primary disability.

Specific Learning Disabled (SLD)	427	Speech Language Impaired (SLI)	144
Mental Retardation (MR)	29	Hard of Hearing (HH)	14
Visually Impaired (VI)	5	Emotionally Disturbed (ED)	82
Other Health Impaired (OHI)	330	Orthopedically Impaired (OI)	22
Autistic (AU)	115	Multiple Disabilities (MD)	9
Deaf	3	Traumatic Brain Injury (TBI)	8

**District Personnel UPDATE**

The following chart lists District special education staff members and the numbers of students served by each position.

<b>Position</b>	<b>Number of Staff Members</b>	<b>Number of Students Served</b>
Adaptive PE Teacher	1.2	61
Speech/Language Therapist	8	382
Occupational Therapist	1	85
Assistive Technology Specialist	1	140
Education Specialists	40.6	1,062
SDC Teachers	14	123
Psychologists	9.4	DIS caseloads - 292
Instructional Assistants SH	25 Staff - 16.25/FTE	Small Group and/or 1:1 support
Instructional Assistants	48 Staff - 22.5/FTE	Small Group and/or 1:1 support
WorkAbility	4.75	1,188
Program Secretary	4	1290
Director, Special Education	1	1290

The special education staff should be commended for their efforts in meeting the diverse needs of the students with whom they work.



**Financial Impact:**

The District receives funding for special education from the State of California and the federal government. The following is the basic funding model for the District's Special Education Program.

<b>Special Education Revenue</b>		<b>2008-2009</b>	<b>Actuals</b>	
Resource	Description		Amount	% of Total
6500-000	Rev Limit Transfers		\$1,136,773.00	7.67%
6500-000	Property Taxes		\$405,895.00	2.74%
3310 000	IDEA-Federal Funding		\$1,606,789.97	10.84%
7240-000	Transportation (State)		\$74,078.00	0.50%
6520,6530,6535,6500	Other State Funding*		\$340,589.00	2.30%
6500-004	Coastal Learning Academy		\$81,276.58	0.55%
7240-002	Transportation-Other Income		\$23,657.42	0.16%
6500-000	AB 602 Funding		\$3,822,967.00	25.78%
6500-000	Salary Reimbursement		\$161,913.73	1.09%
6500-000	NCCSE Surplus Distribution (one time pmt)		\$110,620.00	0.75%
6500-000	Donations		\$4,300.00	0.03%
6500-007	LRE		\$80,000.00	0.54%
7240-000	Contribution from Gen Fund (03)-Transp.		\$2,511,896.43	16.94%
	Contribution from Gen Fund (03)-			
6520-000	Workability		\$8,976.96	0.06%
6500 000	Contribution from Gen Fund (03)-Instruc.		\$4,458,605.94	30.07%
			<b>\$14,828,339.03</b>	<b>100.00%</b>
<b>Special Education Revenue</b>		<b>2009-2010</b>	<b>Budget</b>	
Resource	Description		Amount	% of Total
6500-000	Rev Limit Transfers		\$1,300,000.00	7.93%
6500-000	Property Taxes		\$379,385.00	2.31%
3310-000	IDEA-Federal Funding		\$1,797,667.00	10.97%
3313-000	IDEA-ARRA		\$2,014,030.00	12.29%
7240-000	Transportation (State)		\$59,411.00	0.36%
6520,6530,6535,6500	Other State Funding*		\$357,351.00	2.18%
6500-004	Coastal Learning Academy		\$75,000.00	0.46%
7240-002	Transportation-Other Income		\$1,900.00	0.01%
6500-000	AB 602 Funding		\$3,761,555.00	22.95%
6500-000	Donations		\$20,000.00	0.12%
6500-007	LRE		\$40,000.00	0.24%
7240-000	Contribution from Gen Fund (03)-Transp.		\$2,457,127.00	14.99%
6500 000	Contribution from Gen Fund (03)-Instruc.		\$4,127,306.00	25.18%
			<b>\$16,390,732.00</b>	<b>100.00%</b>

\*Includes WorkAbility, IDEA Personnel Development, IDEA Low Incidence, County Mental Health



A structural problem between the state and federal government exists where a significant gap between federal funding and state funding is present. The current funding models will penalize school districts unless the federal government fully funds special education.

### **Special Education Department Goals:**

**Administrative Expectations:** The Director of Special Education envisions an assertive approach to Special Education within the District. This approach includes visible leadership, proactive case management, the competent provision of services, timely follow through, and assertive use of Due Process.

**Edge/Inside Curriculums:** The District has purchased new English/Language Arts curriculums for all middle and high school Fundamental English classes. This curriculum provides comprehensive instruction for students at varying ability levels and also contains several computer-based resources for teachers.

**Service Model:** Canyon Crest Academy has implemented a new service model this year. The model utilizes Liaison teachers (as first implemented at Torrey Pines), but also pairs special education support classes in order that teachers may pool resources and divide larger numbers of students into small specialized academic instruction groups. Simply put, it allows the District to provide a wider variety of services to students during any one class period.

**Vision Therapy:** Vision Therapy is a popular and expensive program for students with visual processing difficulties. However, the latest research does not support its effectiveness in improving student performance. For this reason, the District is often reluctant to fund VT. The District is currently collaborating with Carlsbad and Vista to develop a consistent protocol to be implemented when parents request VT.



**Non Public Schools Placement Analysis**

At this time **37** students are placed in Non Public Schools at District expense.

**Placements by grade:**

13 <sup>th</sup>	1	12 <sup>th</sup>	8	11 <sup>th</sup>	10	10 <sup>th</sup>	5
9 <sup>th</sup>	4	8 <sup>th</sup>	7	7 <sup>th</sup>	2		

**Upcoming Transitions:**

Students graduating and exiting by June, 2010	5
Students returning to District programs by September, 2010	6

**Action Plan**

**Administrative Expectations:** The Director of Special Education envisions an assertive approach to Special Education within the District. This approach includes visible leadership, proactive case management, the competent provision of services, timely follow through, and assertive use of Due Process.

**Red Flag Meetings:** Meetings are scheduled in the month of February to work with the Directors of Special Education from feeder districts.

**Transition Meetings:** An IEP is held for each incoming student to plan for the student’s transition to the District. This is a valuable opportunity for the District to assess the student’s needs and offer a placement within the District.

**Special Education Newsletter:** Distribution of the seasonal Special Education Newsletter has been expanded to feeder districts in order to increase positive publicity for the District and encourage early communication with families.

**Student Study Teams:** A district-wide SST process is in development to promote a holistic approach to working with students. This approach will provide consistency among sites and encourage early interventions for struggling students.

**Addressing Behaviors:** The District has added a third NCSSE Program Specialist who is a Board Certified Behavior Analyst (BCBA) and trained to implement Applied Behavior Analysis (ABA) techniques. This Program Specialist works on an itinerant basis with case managers to develop Behavior Support Plans/Behavior Intervention Plans.



**Advocates:** Special Education administrative staff is expected to initiate prestaffing communications with education advocates in order to proactively address parent concerns and reduce NPS placements.

**Additional Program:** Development of a strict behavior modification program for students who are significantly cognitively impaired should be investigated. IEE currently serves District students in this capacity; there is potential to serve 19 students in such a program. Requirements include: Teacher trained in Autism and Behavior, Adult to student ratio of 2:1, ABA trained assistants, and 2 classrooms with site administrative support.



# SDUHSD 2009 Healthy Kids Survey Data Key Areas



# Key Areas/Individual Schools

## Middle School

### Carmel Valley

- + Improved reports of feeling safe at school from prior HKS
- + Lowest reports of any type of relational aggression
- + Harassment because of ethnicity dropped from 16% to 13.3%
- + 9.9% Increase in students indicating "A Teacher or Other Adult at School Cares About Me" – From 54.0% to 63.9%
- + Overall Decrease in ALL Alcohol and Drug use categories use from prior HKS!!

### Earl Warren

- + Substantial decrease in "Other" drug use category from prior HKS (13% to 3.1% lifetime use)
- + Highest overall report of an adult at school caring about them/most reports of someone at school believing they are a success/and telling them they do a good job
- Increase in all forms of relational aggression from prior HKS



# Key Areas/Individual Schools

## Middle School

### Oak Crest

- + Substantial decrease in "Other" drug use category from prior HKS (17% to 5.3% lifetime use)
- + Highest report of students being happy to be at school and feeling a part of school
- Harassment because of ethnicity highest at 15.3% (increased from 13%)
- Highest Alcohol use – Lifetime use 21.5% of 7<sup>th</sup> and 30.4% of 8<sup>th</sup>/Past 30 days 8.4% of 7<sup>th</sup> and 15.2% of 8<sup>th</sup>
- Highest rate of 8<sup>th</sup> graders feeling so sad they stopped doing usual activities (24.1%)
- Highest reports of physical aggression occurring on campus
- Half of students (49.6%) reported sexual comments occurring (relational aggression)

### Diegueno

- + Substantial decrease in "Other" drug use category from prior HKS (14% to 5.0% lifetime use)
- + Decrease in all forms of relational aggression from prior HKS
- Highest Marijuana use – Lifetime use 4.9% of 7<sup>th</sup> and 13.2% of 8<sup>th</sup>/Past 30 days 3.5% of 7<sup>th</sup> and 16.3% of 8<sup>th</sup>
- Highest Cigarette use – Lifetime use 5.5% of 7<sup>th</sup> and 9.4% of 8<sup>th</sup>/Past 30 days 2.6% of 7<sup>th</sup> and 4.7% of 8<sup>th</sup>
- Highest report of not feeling teachers treat them fairly (24%) – ongoing issue from previous surveys



# Key Areas/Individual Schools

## High School

### SDA

- + Highest report of feeling like “I do things that make a difference at school”, a “teacher or other adult at school cares about me” and “feeling like a part of school”
- + Lowest report of relational aggression
- + Decrease in all forms of harassment from prior HKS
- + Decrease in all forms of physical aggression from prior HKS

### Torrey Pines

- + Decrease in ALL drug use categories for both lifetime and past 30 days
- + Decrease in all forms of harassment from prior HKS
- Highest report of binge drinking (traditional H.S.)



# Key Areas/Individual Schools

## High School

### La Costa Canyon

- Highest report of relational aggression
- Highest Alcohol, Marijuana, Cigarette, and "Other" drug use among all traditional H.S. for both lifetime and past 30 days
- Lifetime ecstasy use jumped from 6.8% to 12.3%
- Highest rate of harassment due to ethnicity (13.9%)

### CCA

- + Highest report of students feeling "happy to be at school"
- + Highest report of feeling safe at school
- + Decrease in all forms of physical aggression from prior HKS
- Highest report (traditional H.S) of students feeling so sad they stopped doing normal activities (25%) – ongoing area of concern from previous surveys

### Sunset

- + Substantial decrease in inhalant use (69.3% to 38.0%)
- + Highest report of an "adult at school cares about me"
- + Decrease in all forms of harassment from prior HKS
- Increase in Alcohol, Marijuana, Cigarette, and "Other" drug use both lifetime and past 30 days



## SDUHSD

Fall 2009

### Alcohol and Drug Prevention Overview

All nine SDUHSD schools have written Drug and Alcohol Prevention Plans in place for the 2009-10 school year. In October, each Principal shared their Prevention Plans at a Principals meeting. Each plan is slightly different, however each school has placed an emphasis on regular year long programs and activities. Depending on the program or school, the target audience(s) may include MS/HS students, staff, parents and in some cases elementary students.

### Examples of Activities and Programs

- Guest lectures (Police, MADD, Paramedics)
- Red Ribbon Week activities
- Use of Healthy Kids Survey data
- Challenge Days
- UCSD Project Options
- READI (Recovery Education Alcohol Drug Instruction) parent seminars and forums
- Regular morning announcements (audio and video) about drug and alcohol issues, rules and consequences
- Classroom visits by administrators (usually at the start of school and around Prom at the High Schools)
- MS Curriculum (Life Science)
- HS Curriculum (Year One P.E.)
- Student Clubs ("Club Live")
- ASB / AVID Curriculum
- Student Study Team (SST) Interventions
- Counselor run groups
- Attendance at quarterly San Dieguito Alliance meeting
- Peer Mediation
- Principal Newsletters to parents
- PTSA involvement and support
- Having A Voice meetings
- Web Site presence and info.
- Teen Presenters Programs at High Schools
- Student Agenda books
- Breathalyzer tests at dances
- PALs – monthly prevention meeting
- Topics for staff meetings
- Athletic Contract for Students and Parents
- Safe Driving Presentations
- San Dieguito Alliance For Drug Free Youth Presenters
- Staff led interventions
- High School student speakers at middle schools
- Goals to reduce drug and alcohol use in all 9 School Plans
- New student and parent orientation
- Justice 101 through SD County Courts