

Group Name: CAC Gp 3		Date: 1/25/10	Convener: B. Siebels	Staff: Binti, Valerie, Gloria Lucy, Laura
HEAD	HEART	FEET	IDEAS	
Exposure to basic IT skills (e.g. email, communications)	Ability to adapt to various environments (people are not the same)	To wherever/whatever is appropriate for them	All of the many tools (curriculum resources) should be accessible to teachers (e.g. IT, RRR, books reasoning skills to build from staff proven success with students)	
Directions/moving about	The heart is the responsibility of the home - can't be offered in school system (some disagreement)	College	Community members can volunteer (reading to small groups of students, etc)	
Common Sense and critical thinking	While true, many homes don't do it	Jobs	Genius' don't know everything	
able to handle a checkbook, tax forms, etc.	When in social setting, how to adapt	Living skills	Build relationships with families (regular communication, etc.)	
Strong CBI Community Based Instruction	Ability to share what's learned at home with peers	Vocational skills	Must be applicable to where you are	
Strong focus on students' interest	Responsibility	Volunteering	Teach parents how to teach, that adds value	
Life skills and reasonably capable of dealing with real world	Classrooms can be a place to learn ethics, morals esp. kids with disabilities	Focus on what's happening now (e.g. low income majority)	In-service training for both certificate and classified employees and community.	
Proficiency in one language	Empathy, compassion - ability to take perspective or another	Head must produce student who graduates, close achievement gap	Co-op program - students can go to a place of business to put their learning into practice (linked to CBI/transition program)	
Basic money management skills	Respect self and others	Success at whatever	Priority setters must have common sense over Brian smarts	
Listening and discernment as to what's best will work		PUSD must fix such that special education department can work	Folks who lead PUSD must have savvy, common sense, knowledge and understanding of whether something can/cannot work	
Every student does well		Mentor to help students find their guidance direction to more counselors	Service learning (students in communities helping e.g. HS students could tutor in elementary schools)	
Proficient or above levels/students' ability			Schools that close achievement gaps lead in the community no matter who we're talking about	
Access to state exams - exit/sta range/CAPA/CMA			District and classrooms that can enter houses and help our low income kids that are "special" does not work. KIPP/achievement first/H CZ	
Ability to fill out a job application/correctly			Measurable/quantifiable ways to close gap	
Conduct self (skills in a interview)				
Motivated interested				
Increased independence				
Generalized skills				
Transfer learning from one context to another				
Summary of Priorities				
Reasonably capable of dealing with real world	Respect self and others	To wherever/whatever is appropriate for them	Community members can volunteer (reading to small groups of students, etc)	
Strong CBI Community Based Instruction	Empathy, compassion - ability to take perspective or another	Success at whatever	Co-op program - students can go to a place of business to put their learning into practice (linked to CBI/transition program)	
Proficient or above levels/students' ability	Ability to adapt to various environments (people are not the same)	Mentor to help students find their guidance direction to more counselors		