

The background is a vibrant, abstract collage of various colors and textures. It includes large, soft-edged shapes in shades of yellow, pink, blue, and orange. There are also smaller, more defined elements like a blue shape with yellow dots, a pink shape with white dots, and a green shape with white dots. The overall style is artistic and hand-drawn, with a mix of solid colors and textured, brush-stroke-like patterns.

DPPAC

CVUSD

May

2024



Contents

1. Welcome
2. Intent
3. LPAC Summary
4. Model PLC
5. Child Find
6. Partners' Survey
7. Data/Procedure Share
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Meeting Norms & Courtesies

- Keep student learning for all students as a focus
- Assume best intentions in others
- Participate with respect
- Start and end on time
- Speak one-to-one with staff for individual concerns



● Intent & Purpose



- Understanding the District and State Special Education procedures
- Understanding of Parent/Guardian's Procedural Safeguards
- Awareness of options available for students who receive Special Education Services
- Learning opportunities about Special Education programs
- Education for parents/guardians on accessible supports
- Collaboration between parents/guardians and educators
- Opportunities for input regarding the Local Control and Accountability Plan (LCAP)
- Input to the Family Engagement Team to develop parent trainings

- **Role as Site Designee**



- **Attend 4-5 scheduled meetings a year**
- **Assist and collaborate with school site administration regarding Special Education topics**
- **Commit to actively supporting a positive relationship between the District and Parent Community**
- **Support and Collaborate with CAC Representative**

Parking Lot

- Questions
- Statements
- Information

Various questions can be answered, and others can be addressed in upcoming meetings as the answer may be nuanced depending on the individual situation.



Table Talk

Share one of the things you love best about your child, children, or family.

- Think
- Ink
- Stand
- Share & Sit
- Volunteer





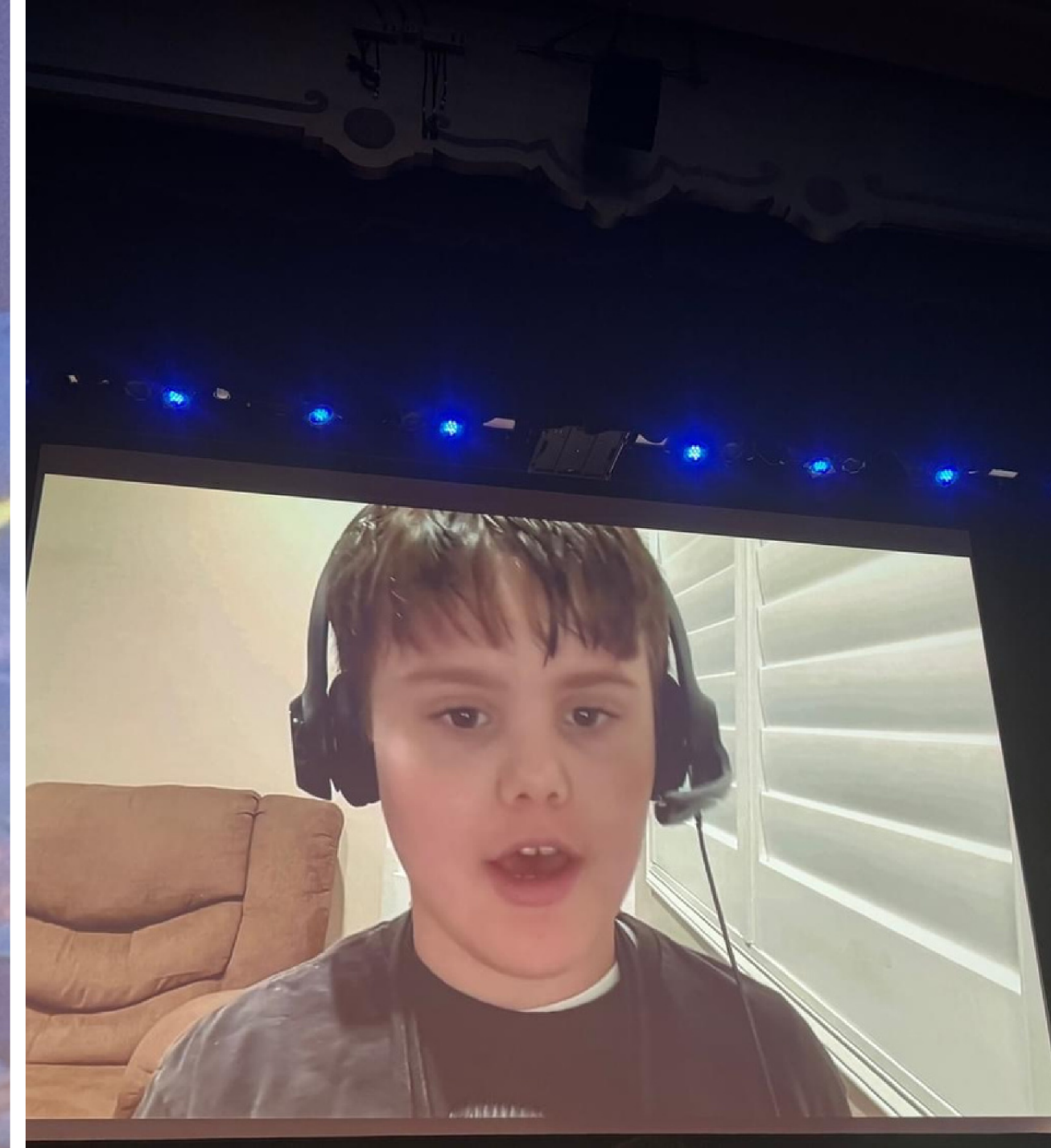
WESELPACAC Representative: Brandy Gambino

- Announcements & Updates



ANNUAL ART & WRITING SHOWCASE







LCAP DRAFT Info



Goal 1 All students are provided a high-quality teaching and learning environment.

- Action 5: Supplemental Instructional Materials for k-12 mod/severe programs **Increase**
- Action 6: Instructional Coaches **Status Quo**
- Action 11: Staffing for Preschool Inclusion Program (PREP) **Decrease**

LCAP DRAFT Info



Goal 2 Students, parents, families, and staff are connected and engaged to their school to ensure student success.

- Action 6: Suicide Prevention Training *Status Quo*
- Action 13: Mental Health Services (Licensed Therapists--ERMHS)
- Action 24: Intensive Student Support (Mental Health--BRIEF)

CVUSD Model PLC

Professional Learning Communities

- **What do we want all students to know and be able to do?**
- **How will we know if they learn it?**
- **How will we respond when some students do not learn?**
- **How will we extend the learning for students who are already proficient?**

The primary goal of a PLC is to foster a collaborative culture where educators work together to improve their instructional practices, share ideas, analyze data, and support each other in meeting the needs of all students

Child

Find

“PUBLIC NOTICE” RESPONSIBILITY

Inform and educate the public
about the duty to locate and
identify all children
with disabilities

OBLIGATION TO SPECIFIC CHILD

When district knows or
should know when a student
has a disability



IDENTIFY

LOCATE

EVALUATE

Child Find is one of the most important special education legal obligations for school districts.



ACTIVITIES TO SUPPORT “PUBLIC NOTICE” RESPONSIBILITY

Informational Brochures

Informational Posters

Public Service Announcements

Exhibits

District Liaisons with Private Schools

Staff Trainings

SELPA policies and procedures

OBLIGATION TO SPECIFIC CHILD

BASIS OF KNOWLEDGE - OR - REASON TO SUSPECT

- Suspicion Bar is “low”
- You can suspect, but only an assessment can defend
- Student is displaying symptoms of a disability

OBLIGATION TO ACT

- Does not require a parent request to assess
- Parent can interfere with process, but we are still obligated
- “Wait and see” = not taking action

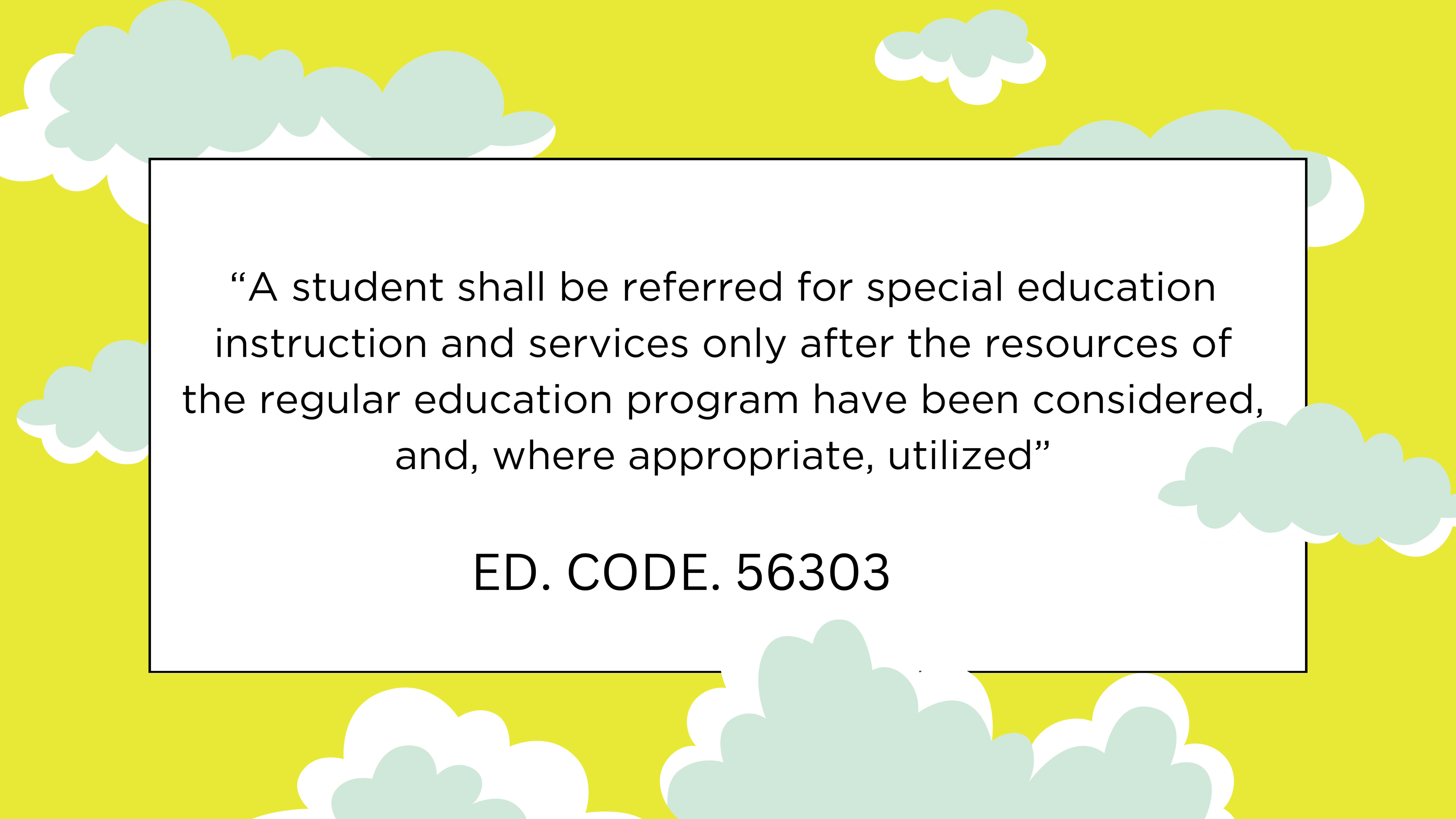


EXAMPLES THAT MAY TRIGGER CHILD FIND

Failing Grades
Behavior/Discipline
Absences
Parent concerns
Medical Diagnosis
Suicide Attempts
Hospitalizations



“The IDEA does not require a formal evaluation of every struggling student”



“A student shall be referred for special education instruction and services only after the resources of the regular education program have been considered, and, where appropriate, utilized”

ED. CODE. 56303

CHILD FIND IS NOT

Does not guarantee
eligibility

Does not address
disputes regarding
assessment, eligibility
categories, or IEP

Not a denial of FAPE if
student is not eligible

Search and Serve

- Form completed by SpEd Clerk or PAT
- Form designed to gather information regarding parent concerns related to assessment, eligibility, or identification
- Parents of: preschool students, private school students, outside of district, or students enrolling in Kindergarten
- Response from school site required within **15 days**

Chino Valley Unified School District

Special Education Department

Search and Serve

Case Assigned to ☐ PAT ☐ School Site

Childs Name:	Primary Language:	
Birthdate:	Age:	
Parent's Name:	Relationship to Child:	
Home Address:	Phone:	<input type="checkbox"/> Cell <input type="checkbox"/> Home
City & Zip:	Phone:	<input type="checkbox"/> Cell <input type="checkbox"/> Home
Email Address:		
When is the most convenient time to contact you?	<input type="checkbox"/> AM <input type="checkbox"/> PM <input type="checkbox"/> ANYTIME	

School Information

Current School of Attendance:	Is this a private school? <input type="checkbox"/> YES <input type="checkbox"/> NO
School Address:	
School Phone Number:	
What is the school of residence?	
Has the child received special education services before?	<input type="checkbox"/> YES <input type="checkbox"/> NO
If yes, what services did they receive?	<input type="checkbox"/> SPEECH <input type="checkbox"/> OT <input type="checkbox"/> PT <input type="checkbox"/> ABA <input type="checkbox"/> OTHER
Previous Services Provided By:	<input type="checkbox"/> Medical Insurance <input type="checkbox"/> District <input type="checkbox"/> Inland Reginal Center <input type="checkbox"/> Other
Is there an IEP or reports that can be shared?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Main concerns regarding the child

--

Assessment being requested	<input type="checkbox"/> FULL ASSESSMENT <input type="checkbox"/> SPEECH ASSESSMENT
Form Completed By:	
Date of phone call:	
15 Day Timeline Date:	

Advise parent/guardian that they will receive a follow-up call no later than 15 calendar days from today's date.

MANIFESTATION FOR STUDENTS W/IEP

Special Education

MANIFESTATION FOR STUDENTS W/OUT AN IEP

Special Education if there is Basis of Knowledge/Child
Find

MANIFESTATION FOR STUDENTS W/504

Student Support
Potential for Child Find

PRACTICE POINTERS: CHILD FIND ISSUES

Be on the lookout for circumstances or behavior that signals the need for an evaluation, even when no one has requested one. These red flags might include:

- dramatically declining grades
- excessive absenteeism in tandem with a recent medical diagnosis
- sudden withdrawal from peer in combination with declining school performance; etc

Anxiety in School-Aged Youth Post Pandemic





A Look At The Numbers

Prior to the pandemic mental health concerns among youth were on the rise.

In the first 10 months of 2020, there was a 151% increase in concerns related to suicide, suicidal ideation and self-injury for youth ages 1-17 years old.

National survey estimates that 1 in 4 children report sleep problems due to worry, feeling unhappy and anxiousness.

Potential Factors Contributing to the Rise

Across the United States, approximately 200,000 children lost a parent or primary caregiver. Additionally, because of restrictions, typical practices for grieving were not allowed.

(<https://www.apa.org/monitor/2023/01/trends-improving-youth-mental-health>).

The CDC also reports that during the pandemic, 29% of U.S. high school students had a parent or caregiver who lost their job, 55% were emotionally abused by a parent or caregiver, and 11% were physically abused.

Adolescent Behaviors and Experiences Survey—United States, January–June 2021, CDC

ELEMENTARY SCHOOL STUDENTS

Fear or worry about safety of self or others (clingy with teacher or parent)

Unusually whiny, irritable or mood

Changes in behavior - Including increased activity level, decrease in attention or concentration, angry outbursts or absenteeism

Increased somatic complaints

Over or under-reacting to bells, physical contact, doors slamming, sudden movements



SECONDARY STUDENTS



Fear or worry about safety of self or others

Changes in behavior - decrease in attention or concentration, angry outbursts, withdrawal from others/activities, change in academic performance, irritability or absenteeism

Increased risk for substance abuse

Repetitive thoughts and comments about death or dying (writing, art about violent or morbid thoughts or internet searches)

Heightened difficulty with authority, redirection or criticism

Strategies for the School Environment (The National Child Traumatic Stress Network)

Maintain	Maintain routines-this communicates a message of safety
Provide	When possible, provide students with choices – this provides them with a feeling of control
Remember	Remember that disruptive behaviors may be an indicator of mental health
Be	Be sensitive to environmental cues and when possible, warn students if you are doing something out of the ordinary (turning off lights, making loud noises.)
Set	Set clear, firm limits for inappropriate behaviors and develop logical, rather than punitive, consequences.

Next Steps in Partnership with Parent/Guardian

- A referral to Chino Human Services – The student appears to have a lower level of need and may benefit from short-term counseling.
- A referral to Behavioral Health - The student appears to be impacted more significantly by mental health (i.e. may have multiple threat screeners, self-injurious behaviors etc.), may need longer-term care and has Medi-Cal.
- A referral to the Behavior Intervention Associate Counseling Program - The student may be on the waiting list for Chino Human Services, may need longer-term care, or have significant mental health concerns and may/may not have Medi-Cal.
- A referral for Educationally Related Mental Health Services (ERMHS) - The student is currently receiving Special Education services and concerns have not improved with prior intervention OR the concerns have worsened significantly and quickly before other interventions could be attempted.





Process & Procedures



Service Box

LRE & Service Boxes for Location: Push-In/Pull-Out

SPECIAL EDUCATION and RELATED SERVICES

Service: <u>Specialized Academic Instruction</u>	Start Date: <u>10/27/2023</u>	End Date: <u>10/26/2024</u>
Provider: <u>District of Service</u>	<input type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Duration/Freq: <u>45 min x 4</u> Totaling: <u>180</u> min served <u>Weekly</u>	Location: <u>Regular classroom/public day school</u>	
Comments: <u>Minutes will be provided in the push-in/ pull-out model as needed.</u>		

Programs and services will be provided according to where student is in attendance and consistent with the district of service calendar and scheduled services, excluding holidays, vacations, and non-instructional days unless otherwise specified.

Special Education Transportation ☐ Yes ☒ No Student attends school of residence.

TWO SERVICE BOXES....

SPECIAL EDUCATION AND RELATED SERVICES

[Expand/Collapse All](#)

[+ Add Service](#)

#1 330 Specialized Academic Instruction



Dates

04/26/2024 - 04/24/2025

Location

510 Regular classroom/public day school

Initial Start Date

Comments: None

☐ Do Not Report

Duration/Frequency

30 min x 1 sessions = 30 min Weekly

Delivery

☐ Ind ☒ Grp ☐ Sec Transition

Provider

100 District of Service

NPA Identifier

☐ Do Not Print

Blank Grids to Print

0 ▼

Edit

Delete

#2 330 Specialized Academic Instruction



Dates

04/26/2024 - 04/24/2025

Location

520 Separate classroom in public integrated facility

Initial Start Date

Comments: None

☒ Do Not Report

Duration/Frequency

30 min x 1 sessions = 30 min Weekly

Delivery

☐ Ind ☒ Grp ☐ Sec Transition

Provider

100 District of Service

NPA Identifier

☐ Do Not Print

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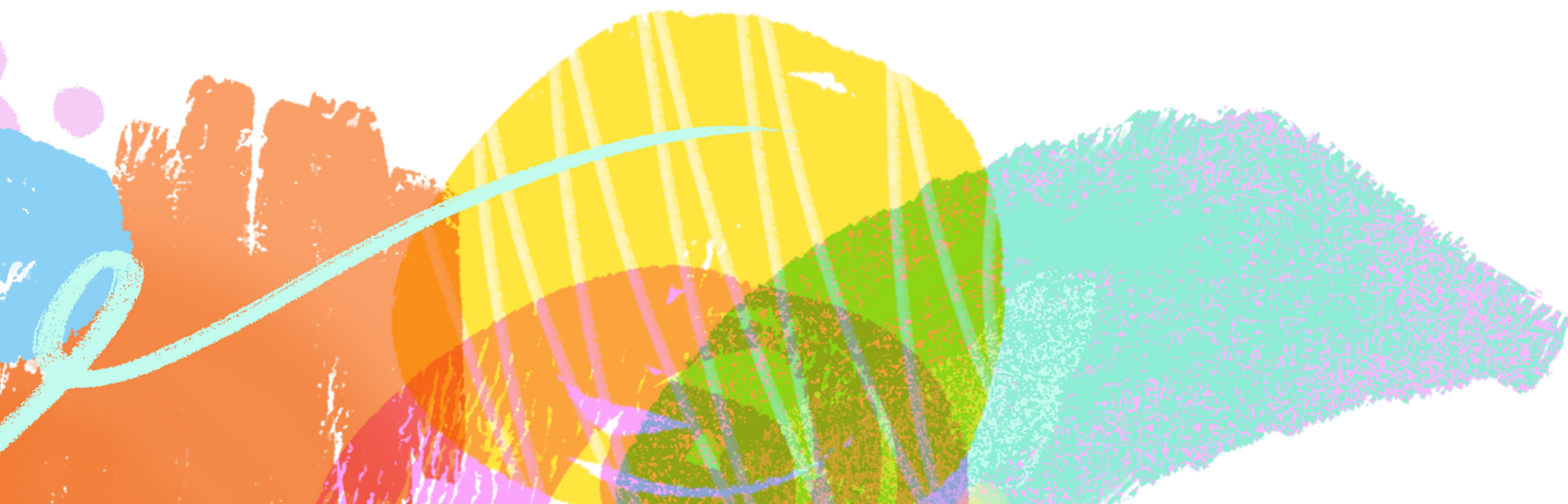
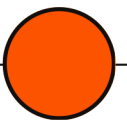
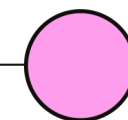
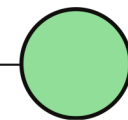
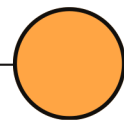
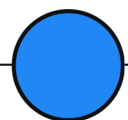
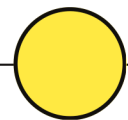
What can we offer?

Responsibility

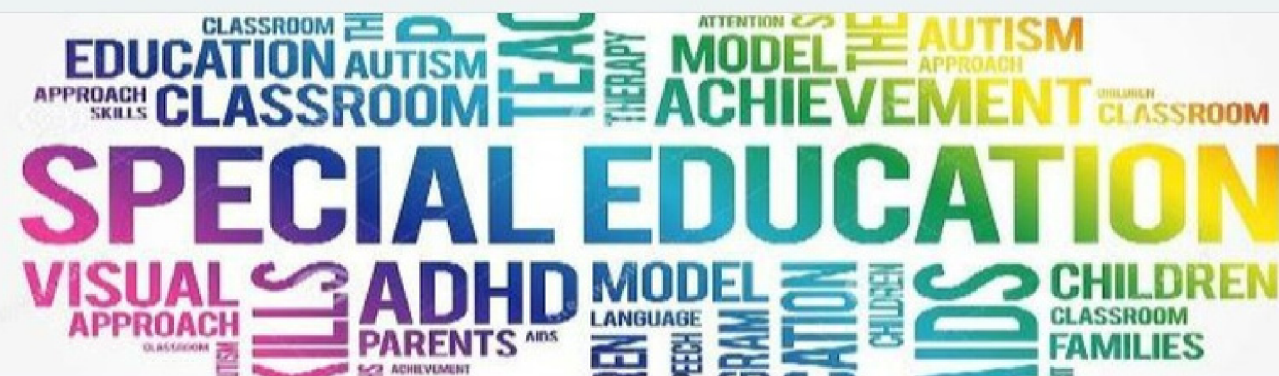
Service

Quality

Trust



Survey



SPED District Parents as Partners Advisory Committee (DPPAC) End of Year Survey 2024

Thank you for participating in the Special Education District Parents as Partners Advisory Committee.

Our goal is to provide beneficial information that you can apply and share. We are looking forward to your active participation next year either as a site representative or as a general team member.

We want to gather your feedback so we can provide content and information that is beneficial to you in your role as the site parent/guardian representative.

Please fill out this quick survey to provide your input (your answers will be anonymous).

2024-25 DPPAC



•September 19, 2024

•November 14, 2024

•February 27, 2025

•April 24, 2025

•May TBD

9AM@PDC, 4545 Danito Crt, Chino

Summer Contacts

SPECIAL EDUCATION

Home

About Special Education

District Parents as Partners
Advisory Committee (DPPAC)



Parents as Partners



Contact Information

Records Request

Extended School Year (ESY)



Mental Health Support



Preschool (PREP)

West End SELPA



Contact Information

SPECIAL EDUCATION OFFICE

Name	Title	Phone	Ext.	Email
Cheli (Willa) McReynolds	Director	(909) 628-1202	1400	willamcreynolds@chino.k12.ca.us
Xenia Cipriano-Train	Administrative Assistant			
Alicia Johnson	Coordinator - Secondary			
Sarita "Robin" Lopez	Coordinator - Elementary			
Jacqueline Henry-Hogarth, Ed.D, LEP	Program Specialist/CHHS Feeder			
Lynn Haney	Program Specialist/DAL Feeder			
Luz Lopez	Program Specialist/CHS Feeder			
Vacant	Program Specialist/Avala Feeder			

- Website: Contacts & District OneStop Shop for supports
- SPED District Office Open 8-4PM

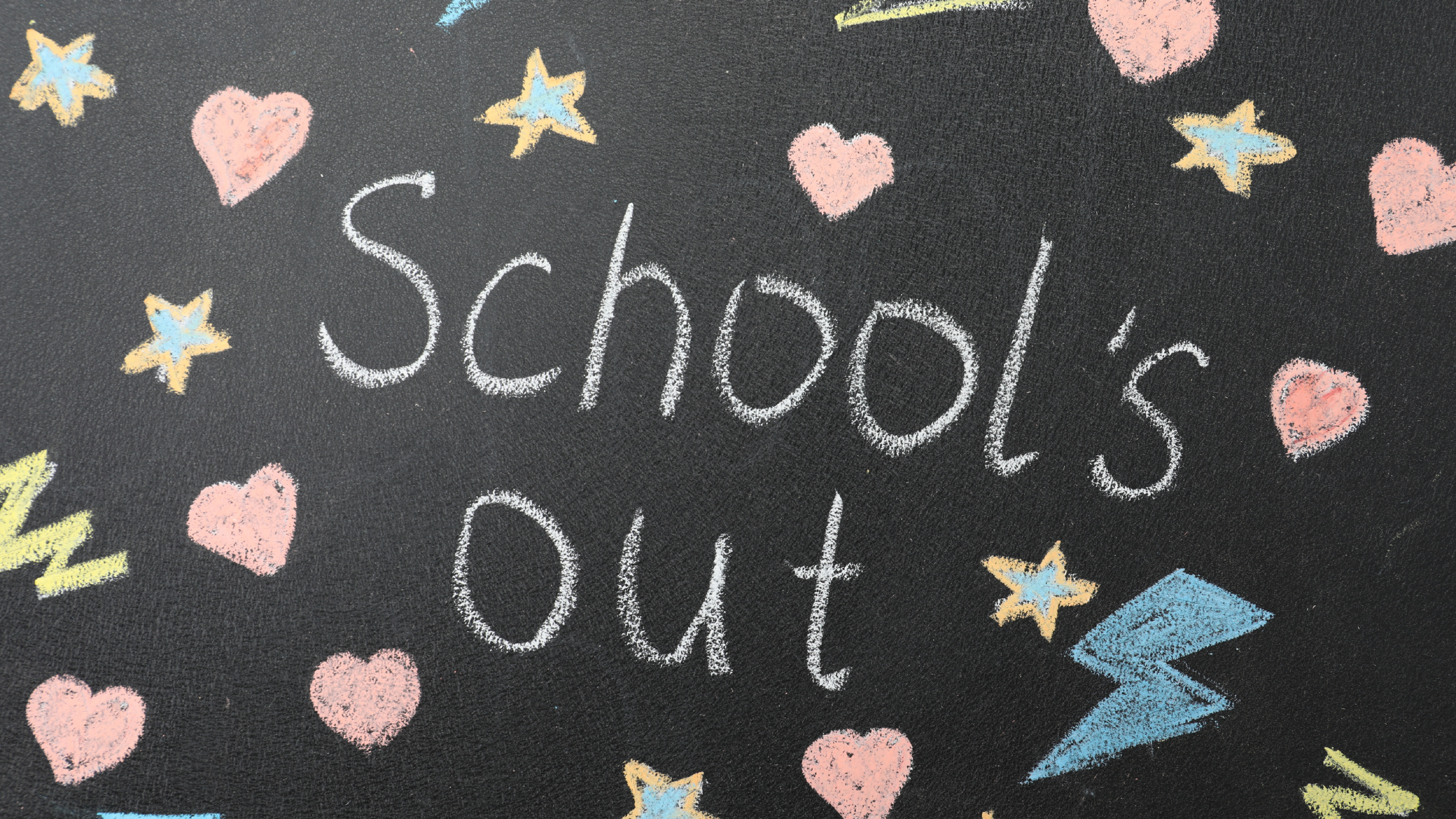


RESOURCES FOR STUDENTS

[READ MORE](#)

STUDENT "ONE-STOP-SHOP" WEBSITE

STUDENTS CAN ACCESS A SPECIALLY DESIGNED "ONE-STOP-SHOP" WEBPAGE ON THE DISTRICT WEBSITE THAT PROVIDES SOCIAL, EMOTIONAL, AND MENTAL HEALTH SUPPORTS; SUICIDE PREVENTION ASSISTANCE; BULLYING, HARASSMENT, AND INTIMIDATION RESOURCES; AND, WETIP SERVICES IN ONE CENTRAL LOCATION. CHECK IT OUT!



School's
Out

Data

Lorem ipsum dolor sit amet, consectetur adipiscing elit. In neque nunc, molestie eu semper id, auctor quis metus. Maecenas mattis metus sapien, vitae ultricies nunc ornare vitae.

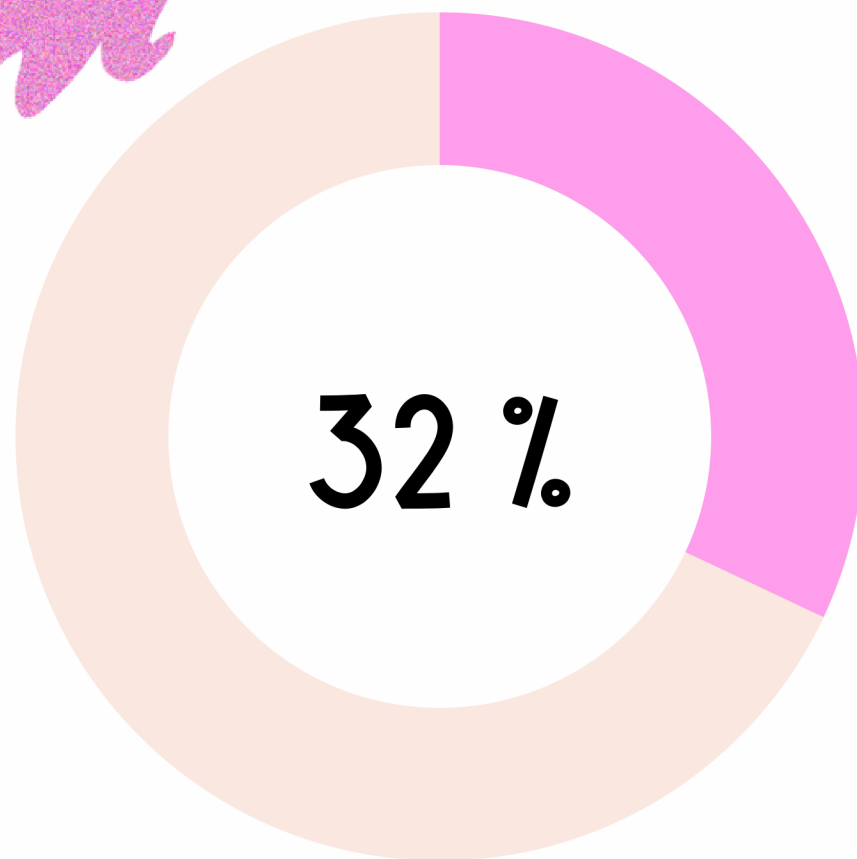


40% of the customers exclusively consume gluten-free products.

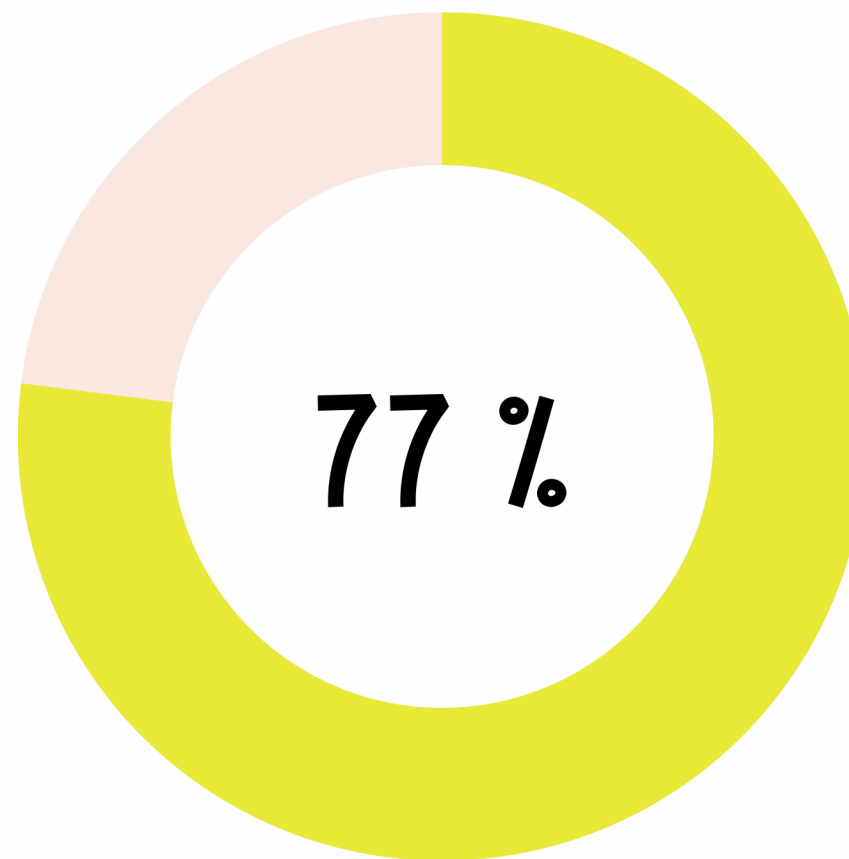
Data

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augue interdum lacinia at egestas dolor. Vivamus elementum pulvinar tempus.

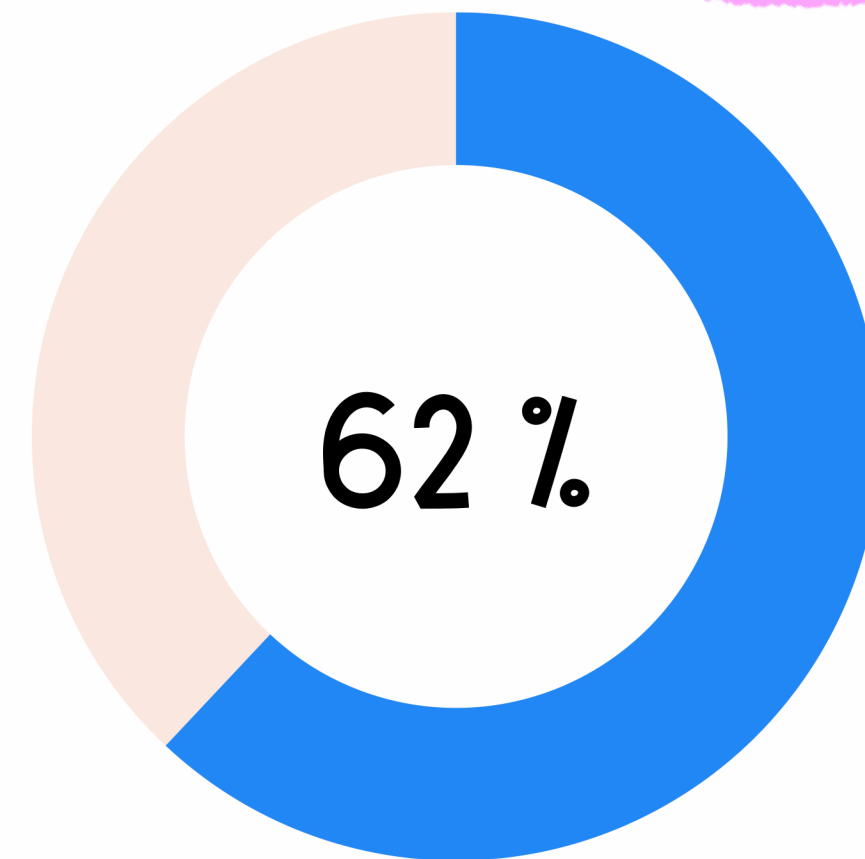
Donec tristique rhoncus sapien.



32% of our customers
consume vegetarian food.



77% of our customers order
from our vegan menu.



62% of our customers want
sugar-free beverages.

Testimonials



Catalina Sáenz

Working with the Larana team has been a wonderful experience. They are great professionals and magnificent individuals.



Horacio Olivo

Working with the Larana team has been a marvelous experience. They are excellent professionals and magnificent individuals.