



CVUSD Special Education

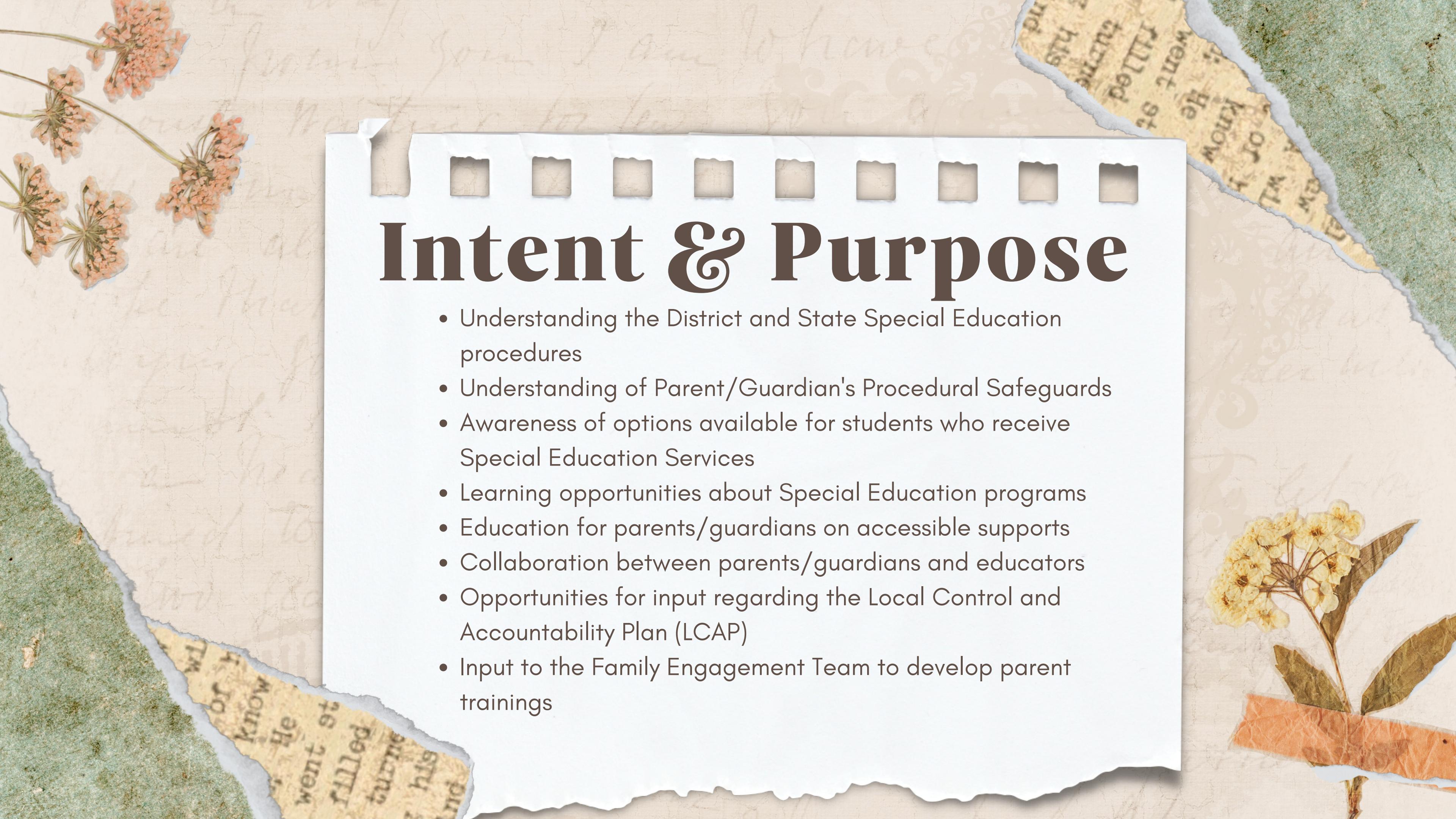
DPPAC

September 11, 2023

Welcome

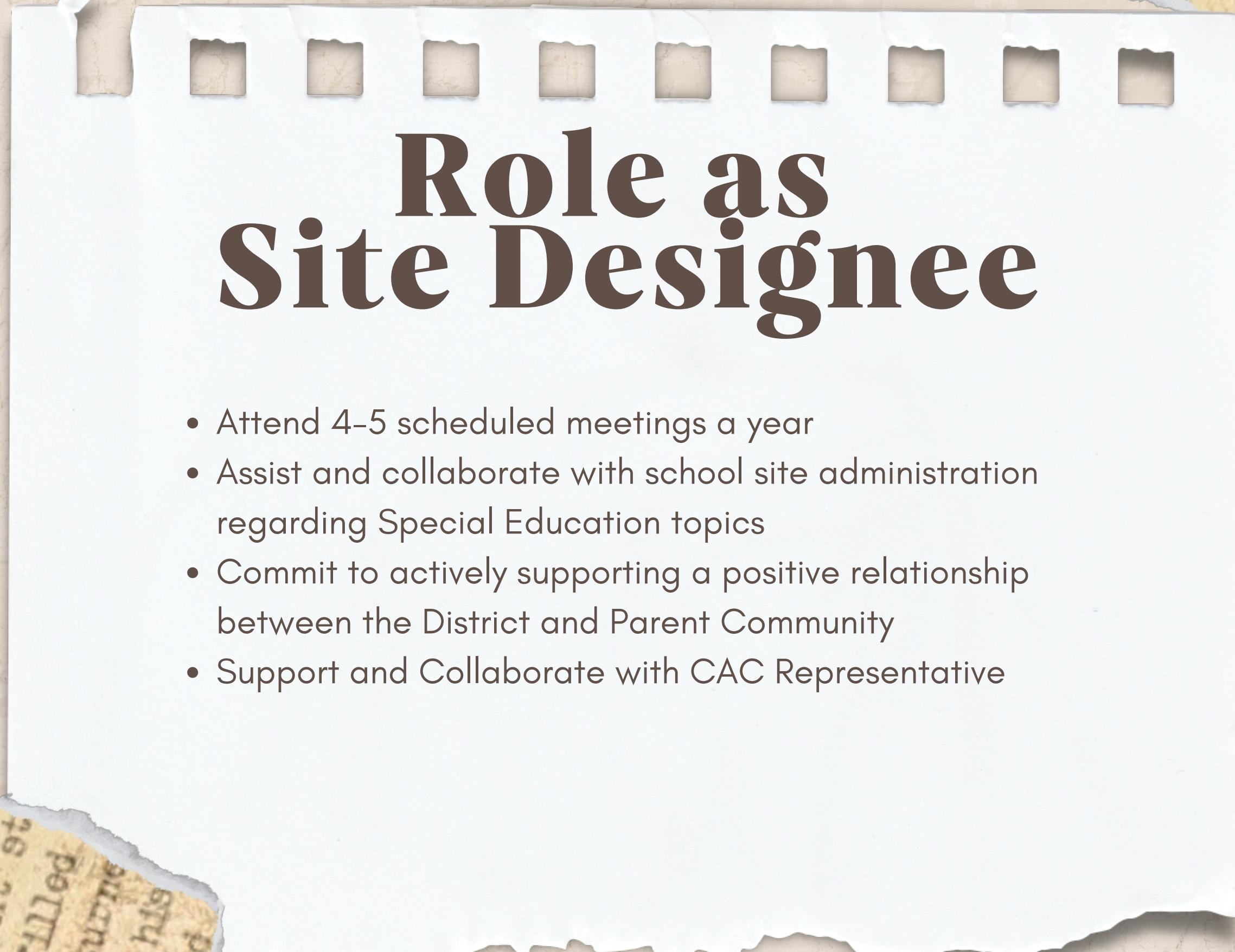
- Restrooms
- Name Tents
- Parking Lot
- Sign In Sheet





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



Moment of Silent Remembrance
9/11/2001

Training Info

EVENT HAPPENINGS

UPCOMING EVENTS

- Annual Welcome Back SPED Staff
- CPI & CPR for Instructional Aides
- Leadership Charge w/Administrators
- Behavior Training with Bus Drivers

- New Teacher Trainings
- Zoom w/Admin (Various topics)
- Parents as Partners Special Education Trainings
- WESELPA The Parent Project Trainings

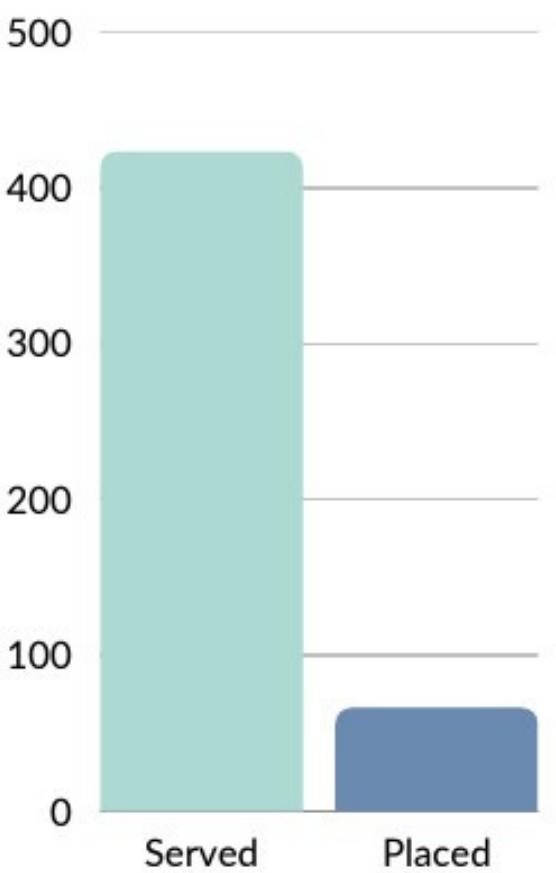


VOCATION

WORKABILITY I

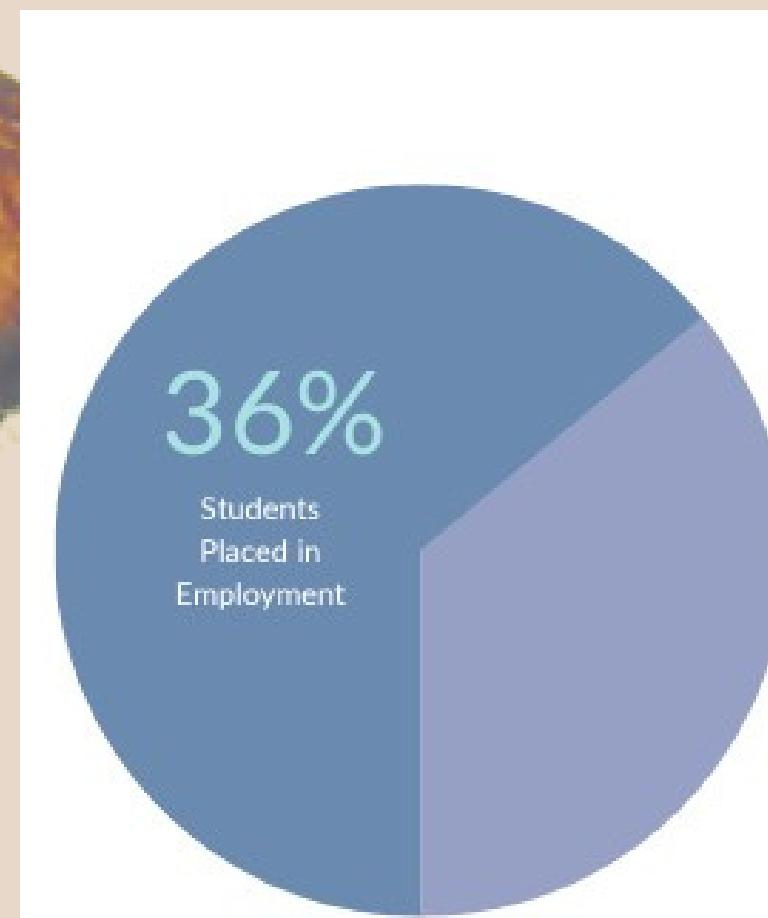


The WorkAbility I (WAI) Program provides comprehensive pre-employment skills training, employment placement and follow-up for high school students in special education. Students in the Chino Valley Unified High School District took part in the WorkAbility I Program. 423 students were served through the WorkAbility Program and 66 students were placed in employment.



*End Of Year (EOY)

DATA Share: EOY 2023*



TRANSITION PARTNERSHIP PROGRAM (TPP)

The Transition Partnership Program (TPP) connects high school students with disabilities to the California Department of Rehabilitation (DOR). TPP assists with their transition to work. This year, 92 students in the Chino Valley Unified School District were served, and 33 students placed in employment equating to more than one-third of the students who enroll in the program being placed in paying jobs.



Who do I contact
when I have an issue
or concern with my
child or their IEP?

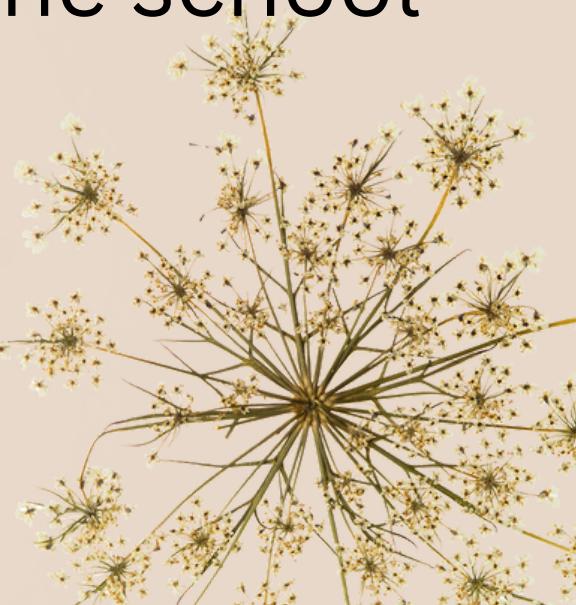
When do I move up
the communication
ladder?

Communication Flowchart

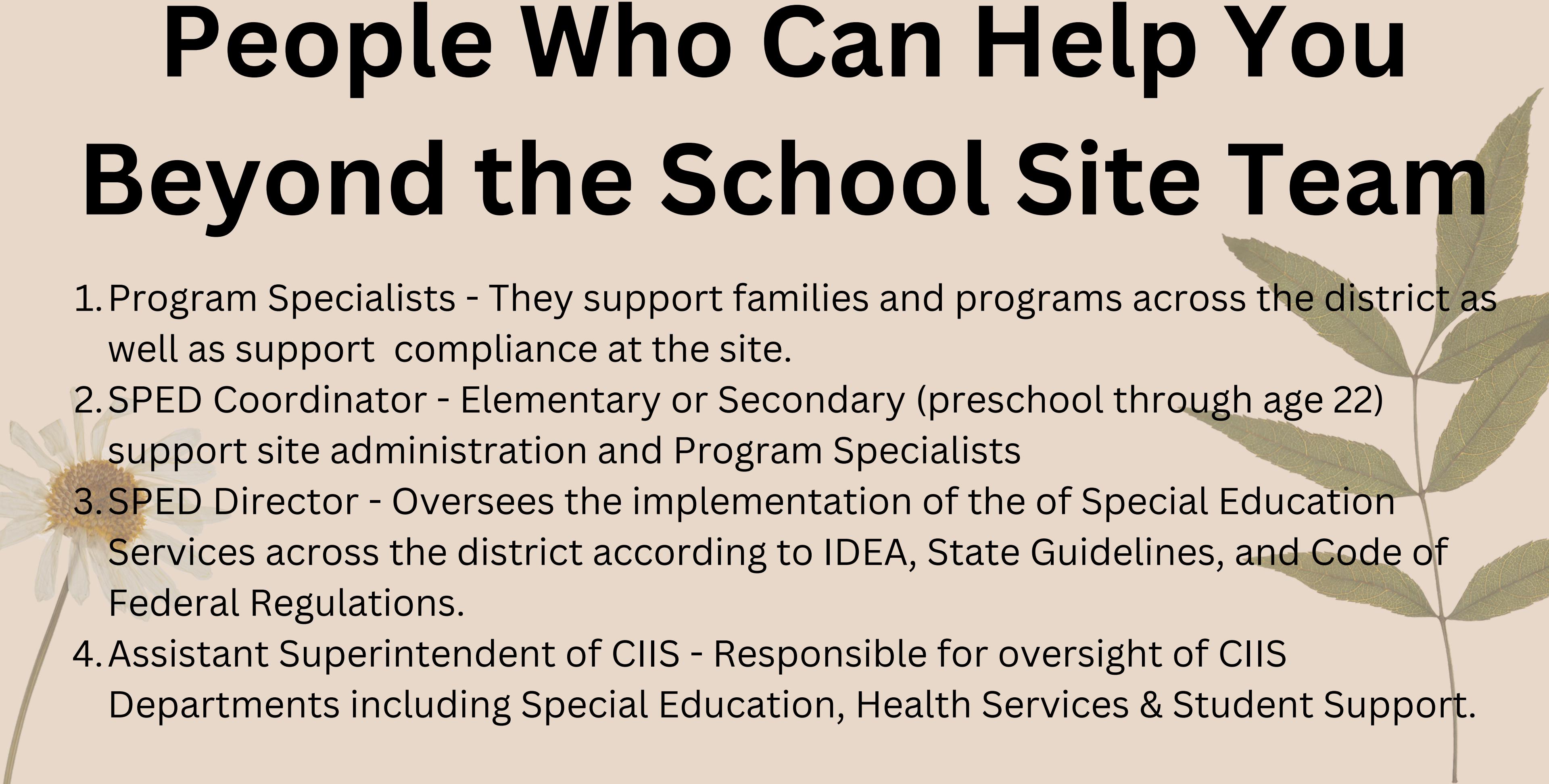


People Who Can Help You at the School Site

1. Teachers, therapists, aides, proctors - hands on staff who work with your child.
2. Case Manager - a great resource to help put things together for you and communicate across all services.
3. Assistant Principal - or the administrator who was at your IEP. They are familiar with our IEP and specific needs, know all the players, and the school rules and schedules.
4. The Principal - They know everything above and have consistent communication with the District Central office staff.



People Who Can Help You Beyond the School Site Team



1. Program Specialists - They support families and programs across the district as well as support compliance at the site.
2. SPED Coordinator - Elementary or Secondary (preschool through age 22) support site administration and Program Specialists
3. SPED Director - Oversees the implementation of the of Special Education Services across the district according to IDEA, State Guidelines, and Code of Federal Regulations.
4. Assistant Superintendent of CIIS - Responsible for oversight of CIIS Departments including Special Education, Health Services & Student Support.



Teacher

Case Manager

Site Administrator

Procedural Safeguards

Program Specialist

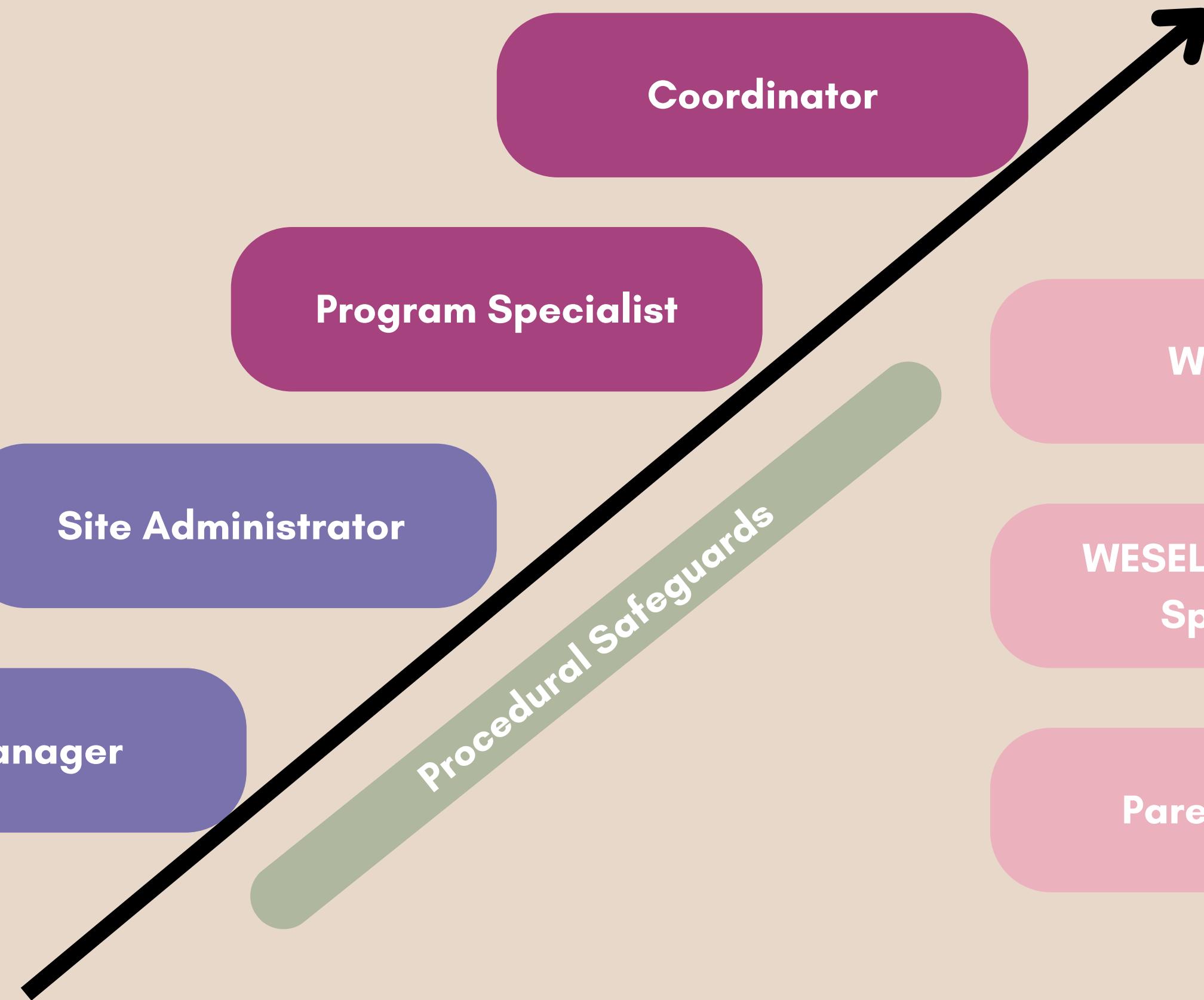
Coordinator

Director

WESELPA

**WESELPA Program
Specialist**

Parent Liasion



2023-24 Program Specialists Assignments

- **Patti Jewell**/Ayala Feeder/Foster Grandparents
 - patti_jewell@chino.k12.ca.us
- **Luz Lopez**/Chino Feeder/ELD/Parents as Partners
 - luz_lopez@chino.k12.ca.us
- **Jaqueline Henry-Hogarth**/CHHS Feeder/BRIEF
 - j_henryhogarth@chino.k12.ca.us
- **Lynn Haney**/Don Lugo Feeder/Private Schools
 - lynn_haney@chino.k12.ca.us
- **Adrienne Smith**/PAT/FAST/PREP
 - adrienne_smith@chino.k12.ca.us
- **Craig Bartholio**/Non-Public Schools/CSDR/TPP
 - craig_bartholio@chino.k12.ca.us

- **Sarita (Robin) Lopez** - Elementary Coordinator - Occupational Therapists/Adaptive PE/Staffing/Elementary Instructional Coach
 - sarita_lopez@chino.k12.ca.us
- **Alicia Johnson** - Secondary Coordinator - Secondary Instructional Coach/Instructional Aides/AT-AAC
 - alicia_johnson@chino.k12.ca.us
- **Willa (Cheli) McReynolds** - Director
 - willa_mcreynolds@chino.k12.ca.us

Special Education Timelines

These are summaries of various timelines but may not include all timelines and situations when timelines come into affect.

There are exceptions for timelines when there are school breaks in excess of 5 days, how close referral is prior to the end of the school year, if student enrolls in another LEA, or if student is not made available.

Initial Assessment

- 15 Calendar days from date of referral to respond.
- 60 Calendar days to determine student's eligibility and areas of need after parent consent to assessment plan.
- 30 days to develop IEP after determination that student needs special education.

Applicable to All IEPs

- **Notification of meeting**
 - Early enough to ensure opportunity to attend
- **Notice of Procedural Safeguards**
 - Copy annually
 - Inform every meeting
- **Implement the IEP**
 - As soon as possible after receipt of parent consent

Re-Assessments

- **Eligibility Evaluation (Triennial)**
 - no less than every 3 years; no more than once a year unless parties agree
- **Propose Assessment Plan for re-assessment**
 - 15 Calendar days from referral
- **Parent consent to proposed assessment plan**
 - at least 15 Calendar days after receipt of the proposed assessment plan

Additional IEP Meeting Timelines

- **Plan Review (Annual)**
 - Not longer than 12 months from the date of the last IEP
- **IEP Team Meeting to review re-assessment**
 - 60 Calendar days after receipt of parent consent

Additional IEP Meeting Timelines

- **Plan Review (Annual)**
 - Not longer than 12 months from the date of the last IEP
- **IEP Team Meeting to review re-assessment**
 - 60 Calendar days after receipt of parent consent
- **Parent Requested IEP team meeting**
 - 30 Calendar days after written request from parent for IEP team meeting.
 - “Emergency IEP” timeline does not exist
- **IEP meeting to review student’s lack of anticipated progress**
 - No statutory timeline

Transition Planning Requirements

- **Individual Transition Plan (ITP)**
 - Must be in IEP before or by student's 16th birthday
- **Student informed of transfer of rights at age 18**
 - Must be in IEP when student turns 17
- **Notice to parent(s) and/or student(s) of student's graduation from high school with diploma**
 - Reasonable prior written notice

Independent Educational Evaluation

- **Eligibility Evaluation (Triennial)**
 - No specific statutory timeline, but must respond without unnecessary delay

Student Records/Records Request

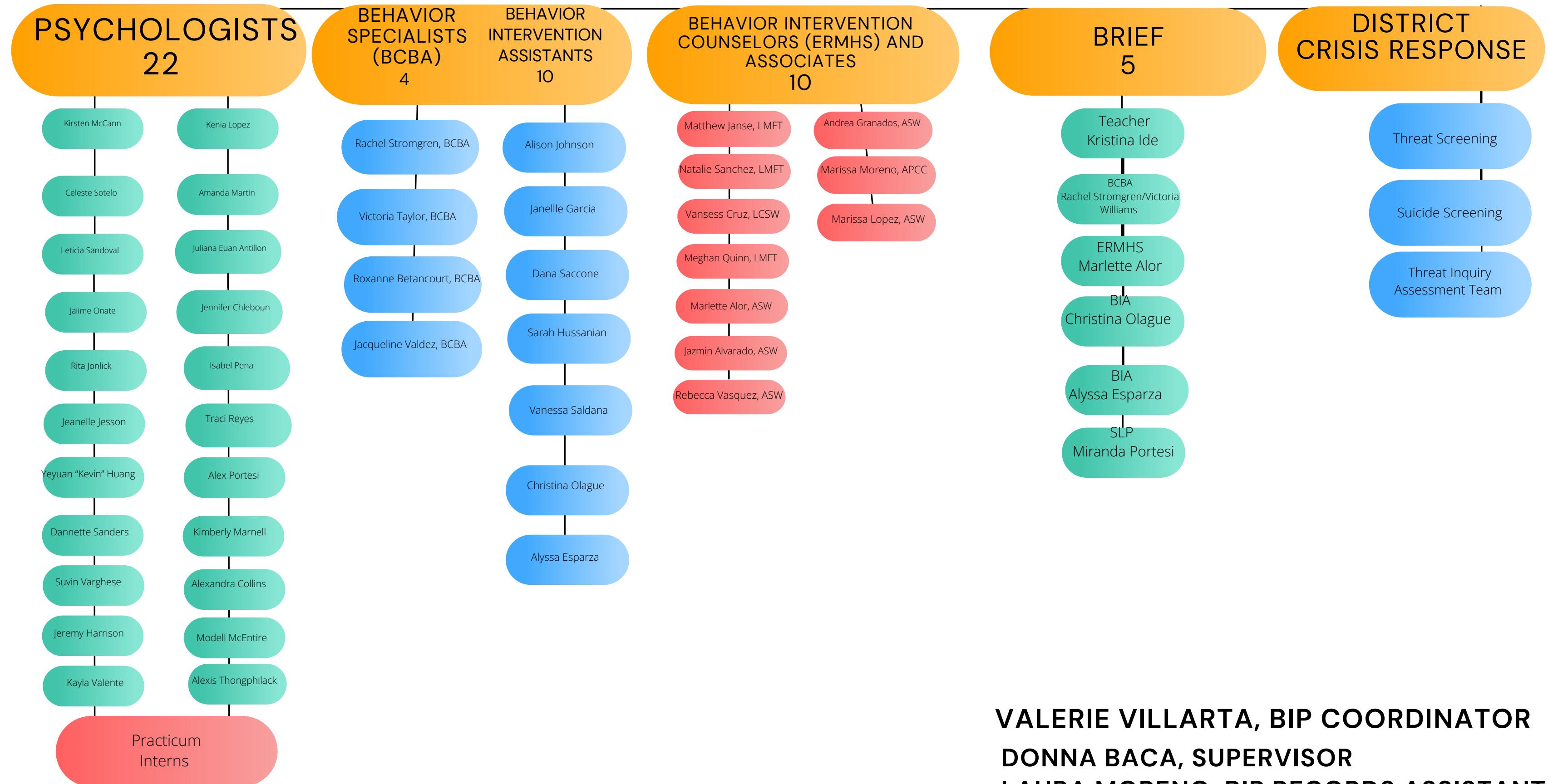
- After an oral or written request from parent(s) for a formal Records Request:
 - within 5 Business days
 - Parent/Guardian/Adult Student must have valid ID and pick up from the Special Education Office
- After on oral or written request from parent(s) for an IEP meeting or resolution:
 - “before” any IEP meeting or resolution session

Behavior Support Programs

Special Education Behavior and Mental
Health Supports



BEHAVIOR INTERVENTION PROGRAM



VALERIE VILLARTA, BIP COORDINATOR
DONNA BACA, SUPERVISOR
LAURA MORENO, BIP RECORDS ASSISTANT

School Psychologists



School psychologists are uniquely qualified members of school teams that support students' ability to learn and teachers' ability to teach. They apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally. School psychologists partner with families, teachers, school administrators, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community.

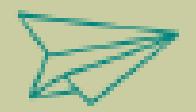
SCHOOL PSYCHOLOGISTS

support students' ability to learn and
teachers' ability to teach.

THEY ARE EXPERTS IN



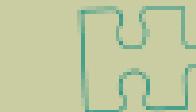
Learning



Behavior



Mental Health



School Systems

THEY PROVIDE

- Academic and behavioral interventions
- Mental health supports
- Evaluation, assessment, and data analysis
- Consultation with teachers and families
- Culturally responsive services
- Crisis prevention and response



THEY SUPPORT

- Struggling and diverse learners
- Academic achievement
- Positive behavior and mental health
- Safe and supportive learning environments
- School-family-community partnerships
- School-wide data-based decision making



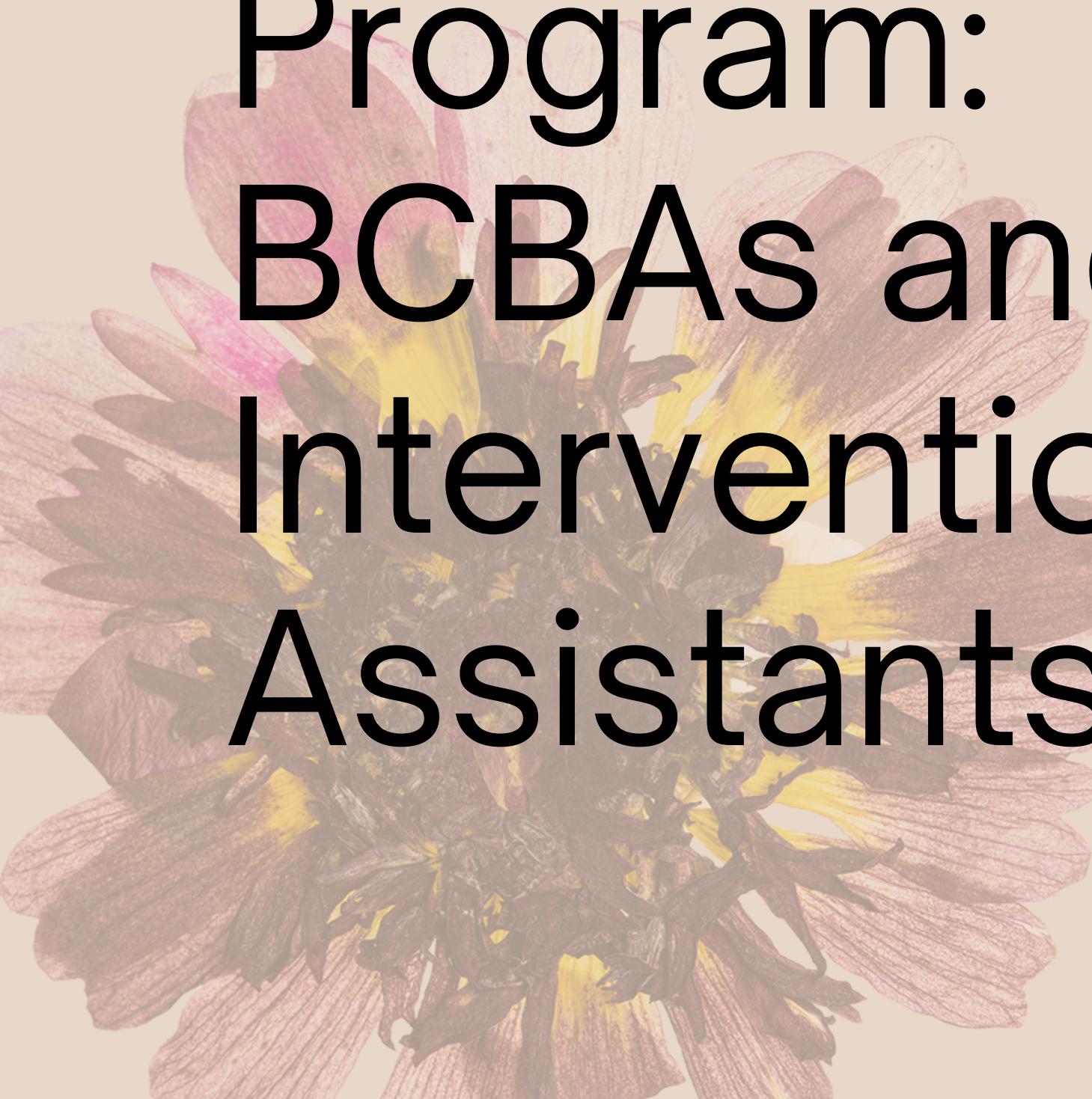
THEY SERVE IN

- Public and private schools
- Early childhood centers
- Universities
- Juvenile justice facilities
- Clinics and hospitals
- Independent practice



If you'd like to know who your School
Psychologist is, reach out to your site
administrator
or student's case manager.

Behavior Intervention Program: BCBAs and Behavior Intervention Assistants (BIA)

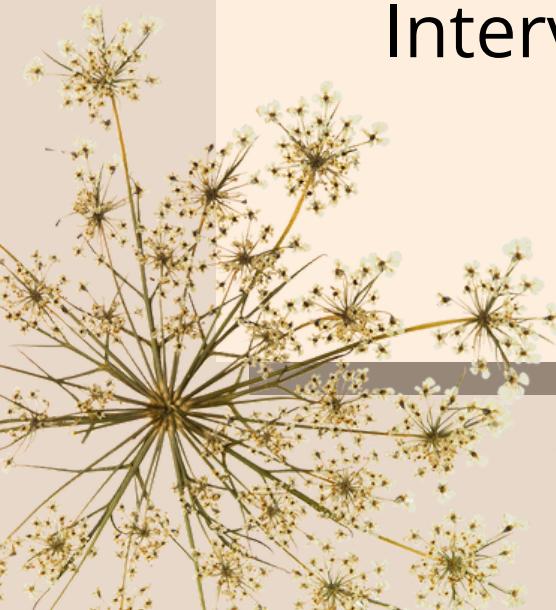


Who We Are...

The Behavior Intervention Program Support Team is comprised of Behavior Intervention Specialists (BCBAs) and Behavior Intervention Assistants (BIA)

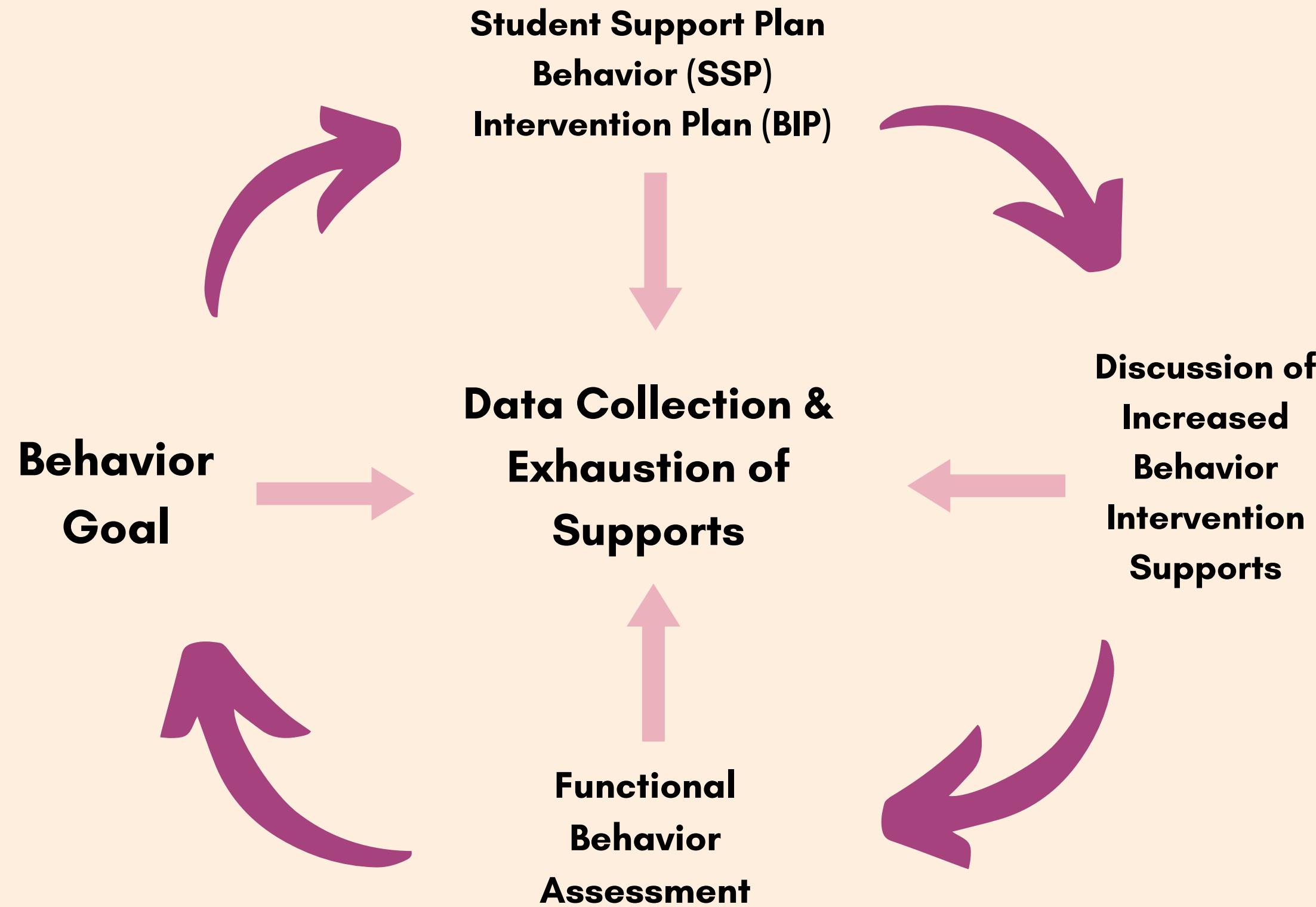
What is a Behavior Intervention Assistant?
A highly equipped behavioral staff trained by a Behavior Intervention Specialist to provide ongoing support and training to school site staff on the principles of Applied Behavior Analysis.

A BIA receives ongoing training in the form of modeling, shadowing, weekly meetings, case study review and collaboration with the Behavior Intervention Specialist.

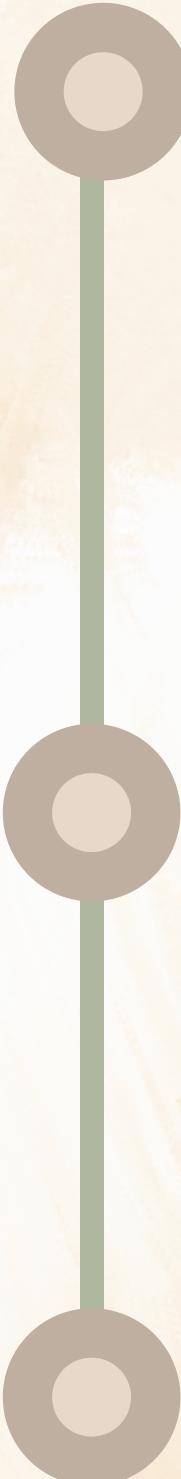


Behavior Intervention Supports: Interactive Cycle

IEP Team
Program Specialist
Psychologist
MTSS B Counselor
ERMHS Counselor
BCBA/BIA



What we do for students with behavior intervention support hours on their IEP?



Work with staff (teachers, collaborative aides, 1:1 aides, administrators, service providers, etc.) to deliver consultation, training and modeling of the principles of Applied Behavior Analysis (ABA) within the school setting.

Modeling, providing feedback, collaborating, and debriefing with staff on the implementation of proactive and reactive strategies to behaviors.

Provide hands on support for school staff with students engaging in intensive behaviors that are interfering with the students' academic progress.

What we do for students with behavior intervention support hours on their IEP Cont'd



Support the development and training of visual supports (e.g. token systems, visual schedules, social stories and visual reinforcement systems) to be used in the classroom to support decreasing maladaptive behaviors, as applicable.



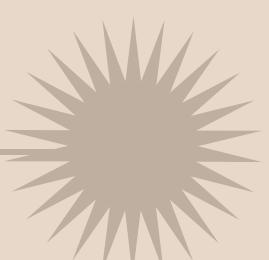
Support and collaborate in the development of data collection systems, as applicable.



Review data collection and collaborate with school staff to update Behavior Interventions, as applicable.



Other Ways BCBAs/BIAbs Support District Wide



- Provide Crisis Prevention Intervention (C.P.I) Trainings to sites, as needed
- Provide general ABA trainings to school sites, departments, classrooms etc.
- Participate in parent engagement presentations by providing overview of ABA strategies
- Provide trainings across various behavioral topics to support staff and teachers

SPED Behavior Intervention Program: Mental Health Supports



Behavior Intervention
Associate Therapists



Behavior Intervention
Counselor - Educationally
Related Mental Health
Supports (ERMHS)



Educationally Related Mental Health Services (ERMHS)

- Providers are made up of mental health therapists.
(LCSW, LMFT, ASW, AMFT)
- Provide individual and/or group mental health counseling based on assessment results.
- Counseling and counseling goals are attached to student's IEPs and the progress on goals is monitored regularly.

Referral Process

- The IEP team makes the recommendation for a referral for an ERMHS assessment which is submitted by the school psychologist.
- The Behavior Intervention Counselor (ERMHS therapist) receives the referral and begins the assessment.
- The Behavior Intervention Counselor completes the assessment and makes recommendations on the levels of service, modality of service and the counseling goals.

Behavior Intervention Associate Counseling Program

- Providers are mental health therapists- ASWs & AMFTs.
- Therapists are able to provide assessment, individual, group, family, parent-child therapy and parent consultation.
- Services are primarily school-based. Office-based services may be provided dependent on need and assessment.
- Treatment is short-term or Long-term depending on need and assessment. Treatment plans are reviewed every eight weeks.

Who Can Be Referred?

- Students who are on a waiting list for other school-based services.
- Students who have participated in MTSS-B Tier-2 but continue to demonstrate the need for support.
- Students who do not qualify for Behavioral Health Counseling (they do not have MediCal).
- Students who have participated in a threat screening or threat inquiry assessment and do not have counseling services in place.
- Students who have accessed the site's Wellness Center and have been determined to need additional support.
- Students on an IEP that have not risen to the level of ERMHS and/or their education has not been impacted by their mental health.

How Are Students Referred?

- The School Psychologist, MTSS-B Counselor or the Intervention Counselor (where applicable) will complete the referral form and obtain guardian signature.
- The referral form is sent to the Behavior Intervention Program (BIP) office and provided to the assessing clinician.
- The assessing clinician will contact the guardian to schedule the intake.

Who is referred for ERMHS?

- Students who are identified as having possible, underlying, mental health or social -emotional concerns that impede their access to their Special Education.
- The student has a Behavior Intervention Plan (BIP) or a Student Support Plan (SSP) in place, but continues to demonstrate additional, needed support.
- The student has had prior intervention (MTSS-B or other counseling supports) but continues to demonstrate the need for support.
- The student demonstrates motivation to change, has some insight into the challenges at school or their emotional difficulties and is able to practice learned skills.

District Crisis Response

To train district First Responders in policies and procedures related to suicidal and homicidal threats



Staff the District's Threat Inquiry Assessment Team (TIAT)



To provide consultation and support for student's in crisis



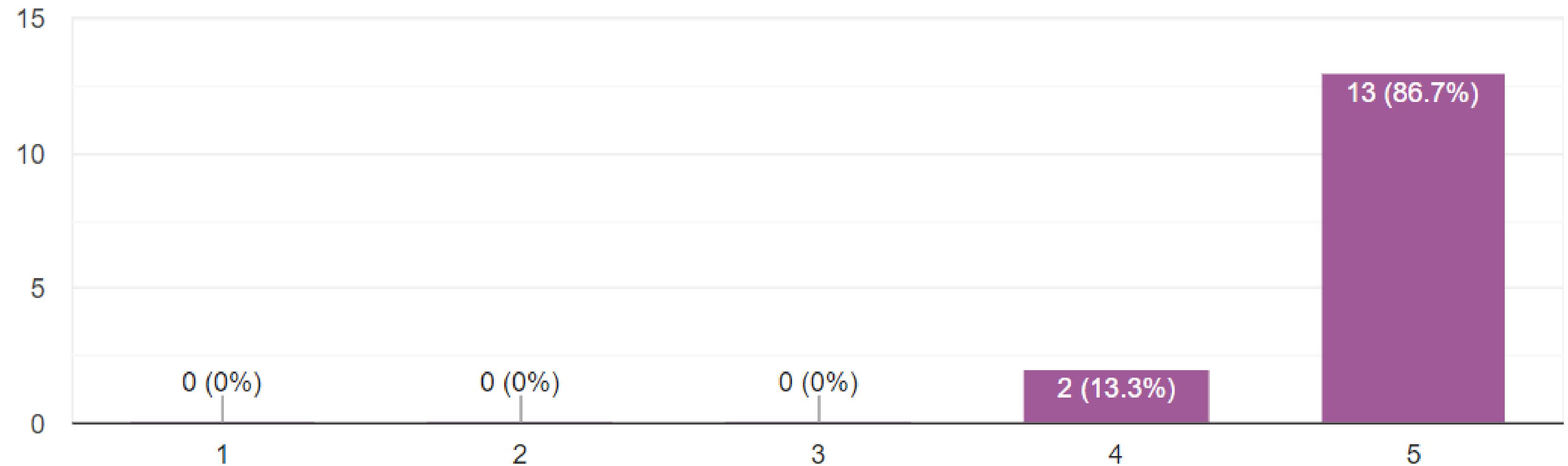


Survey Feedback

How important do you think it is for parents/guardians to regularly meet regarding Special Education topics?

 Copy

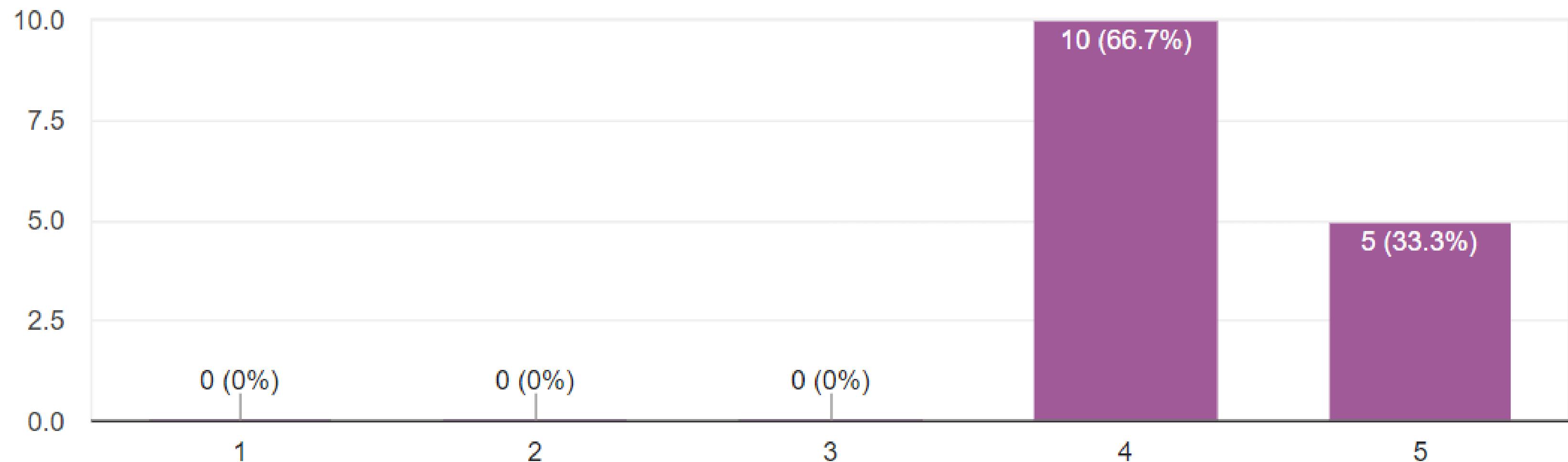
15 responses



How relevant and helpful do you think the information was that was presented?

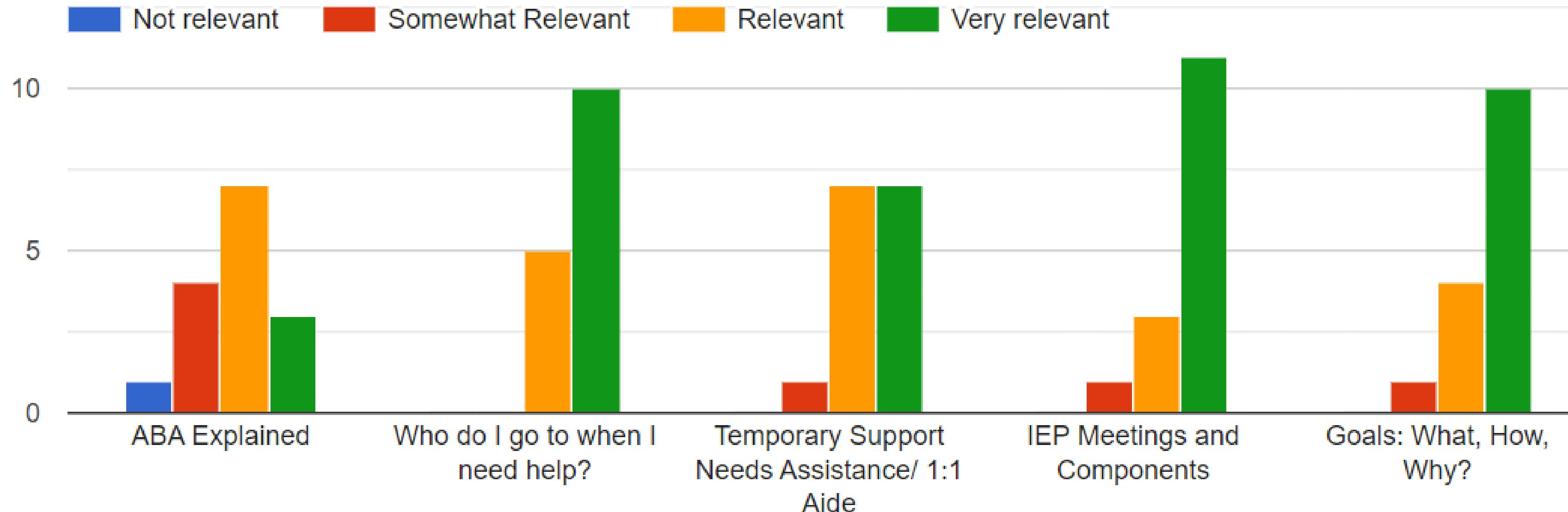
Copy

15 responses



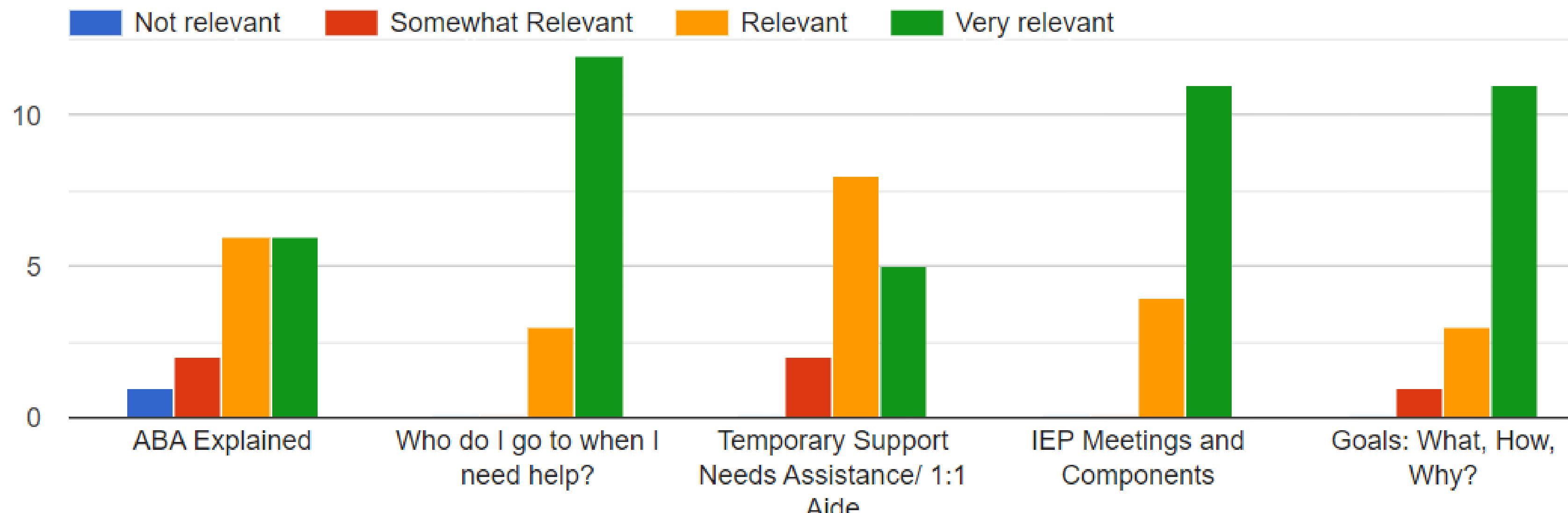
Please rate the following topic suggestions for the 2023-24 DPPAC Meetings.

 Copy



Please rate the following topic suggestions for the 2023-24 Family Engagement Parent/Guardian Training.

Copy



What other topics would you suggest for consideration for DPPAC?

9 responses

How to affect a change in policies

Trauma informed teaching/training for district employees

How to create a school wide inclusive culture

Something for families of medical kids - from medically fragile to gen ed placed kids with medical needs. Home hospital, balancing school, planning for unexpected hospital stays that are too short for home hospital, transitioning back to campus after hospitalizations etc.

IEP timelines, LRE, practical identifiers for determining LRE, available services other than OT/APE/ST, assessments that can be requested and information on them

Proper communication pathways

A deeper explanation of the role parents on the DPPAC community will play outside of joining the meetings, if any.



What other topics would you suggest for consideration for Special Education Family Engagement Parent Training?

8 responses

The flow of IEP meetings and available services



Tutoring and special services

How to encourage social interactions and connections for students with special needs



Same as above .

IEP timelines, LRE, practical identifiers for determining LRE



Introduction and role of personnel in SPED

I'm not sure, I would need to know the needs of the parents

How to navigate the system to get help sooner



FAQ Summary

- Parking Lot Questions
- Statements

Various Questions can be answered and others can be addressed in upcoming meetings as the answer is nuanced dependent on the individual situation.

WESELPA CAC Representative: Brandy Gambino

- Art & Writing Competition
- CAC Representative Elect 24-25





Next Meeting November 9 at PDC

- Inside View of the IEP Meeting & Components
- Goals and Progress on Goals
- Procedural Safeguards



Thank
you