

Special Education District Parents as Partners Advisory Committee (DPPAC)

February 27, 2025

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 OF DPPAC

- Understanding of the District and State Special Education procedures
- Understanding of the 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

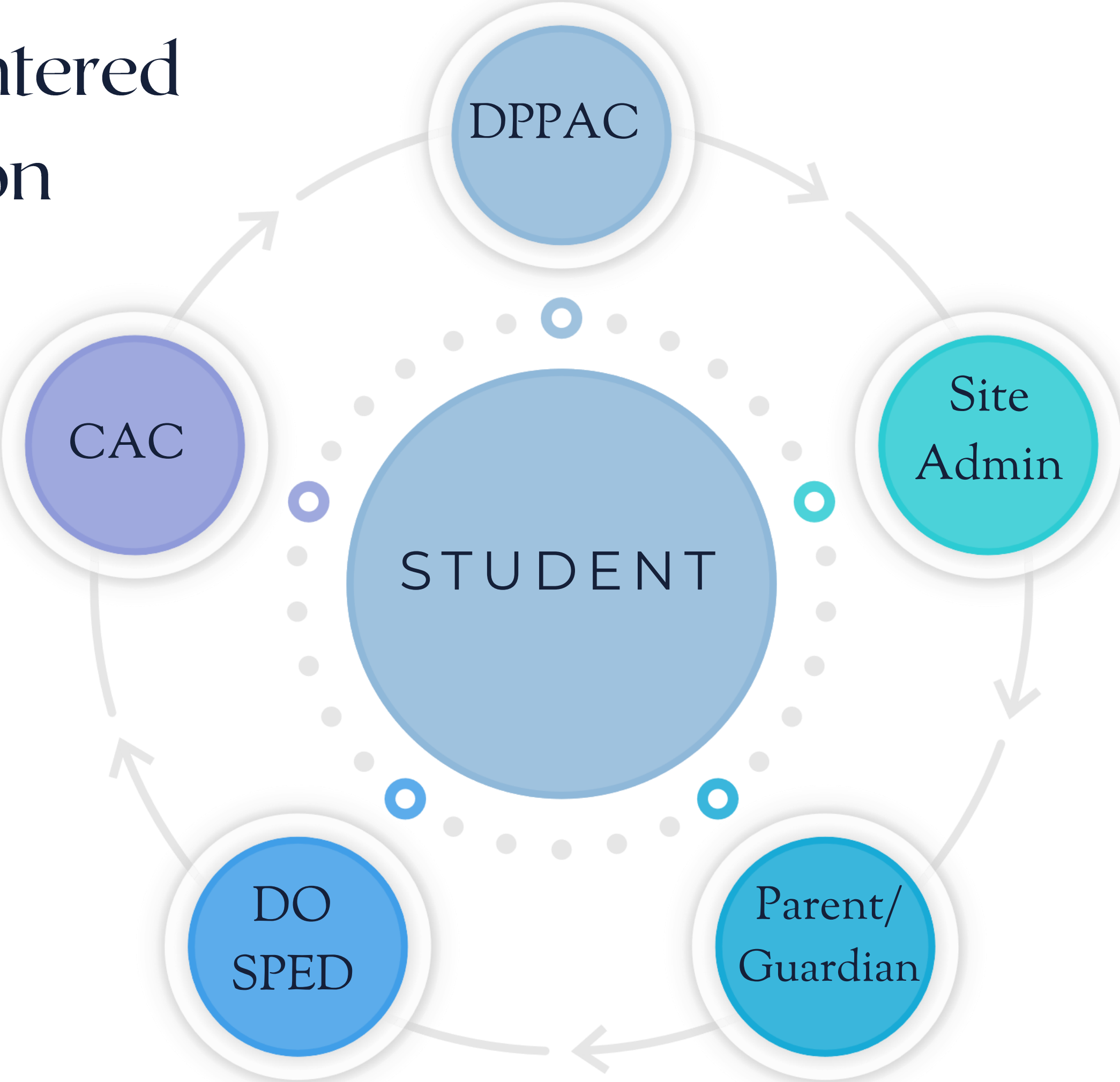


- Role as Site Designee



- 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

Student Centered Collaboration



- QUESTIONS
- STATEMENTS
- INFORMATION
- FUTURE
DISCUSSION
ITEMS

Parking Lot

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

COMMUNITY ADVISORY COMMITTEE (CAC)
PARENT REPRESENTATIVE
WEST END SPECIAL EDUCATION LOCAL
PLAN AREA (WESELPA)

Brandy Gambino

Oak Ridge Elementary School



CHINO VALLEY UNIFIED SCHOOL DISTRICT SPECIAL EDUCATION DEPARTMENT

COMMUNITY ADVISORY COMMITTEE (CAC)

SEEKING A COMMITTEE MEMBER FOR
UPCOMING 2-YEAR TERM

TIMELINE

- Nominations by March 14
- Interviews in March
- Board Approval in April
- Term begins 2024-25 school year



What is the Community Advisory Committee (CAC)?

California Education Code requires each Special Education Local Plan Area (SELPA) to have a Community Advisory Committee (CAC) whose members include parents, educators, and community members. CACs have specific and important roles and responsibilities that include providing direction for programs and services delivered to children with disabilities. Each CAC is designed to be a dynamic collaborative partnership that involves those who *provide* Special Education programs and services, and those who *receive* Special Education programs and services.

On behalf of our students with disabilities, the local West End Special Education Local Plan Area (WESELPA) would like to invite parents, educators, and community members in its service area to be part of its collective team and assist with improving the quality of education and services for Special Education students, parents, and school staff.



Meetings and Presentations

CAC meetings are regularly held during the school year and are open to the public. During each session, committee members will review and discuss all aspects of special education, with time set aside for public input. Additionally, CAC offers several Parent/Guardian Information Presentations throughout the year regarding various programs and services available in the West End.

Become Part of the CAC team!

Are you passionate about Special Education? Then the Chino Valley Unified School District (CVUSD) Special Education Department would like to invite you to serve on the WESELPA CAC for the 2024/25 and 2025/26 school years!

Criteria for Member Selection:

- Nomination by Administrator
- Parent of a current student with an IEP and/or District Special Education Teacher
- Ability to attend monthly meetings at WESELPA/District
- Ability to meet with SPED Director
- Ability to promote a positive tone and represent on behalf of all stakeholders

Want to know more? Feel free to contact your school principal or the the Director of Special Education, Willa (Cheli) McReynolds, at (909) 628-1201 x1400 or willa_mcreynolds@chino.k12.ca.us.

Don't forget to visit the Special Education webpage for updates, news, and services:

<https://www.chino.k12.ca.us/domain/730>

- Supplemental Curriculum
- Crisis Supports & Training
- BRIEF Program
- ERMHS Counseling

LCAP FOCUS FOR SPECIAL EDUCATION





CRISIS PREVENTION INTERVENTION

**HOLDS AND
COMMUNICATION**

01. WHAT IS CRISIS PREVENTION INTERVENTION?

02. WHAT IT DOES?

03. WHO IS TRAINED?

04. WHAT IS NOT A CPI HOLD?

05. COMMUNICATION

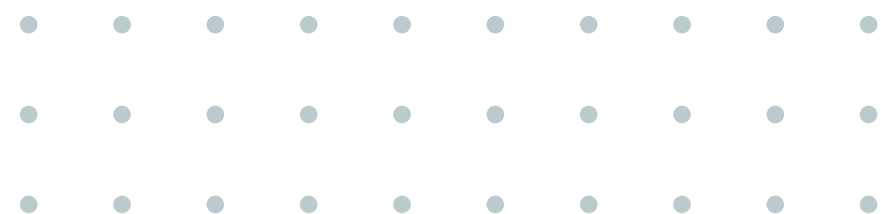
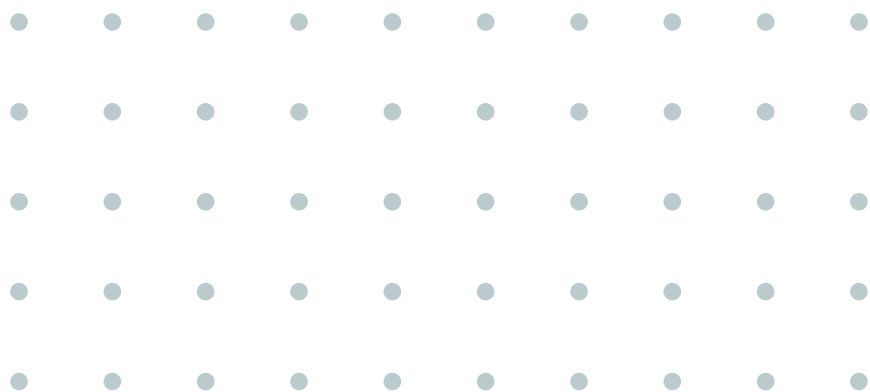


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WHAT IS CRISIS PREVENTION INTERVENTION?

CRISIS PREVENTION INTERVENTION (CPI) IS A TRAINING PROGRAM THAT TEACHES INDIVIDUALS HOW TO SAFELY RESPOND TO SITUATIONS THAT COULD BECOME DANGEROUS. CPI TRAINING TEACHES DE-ESCALATION TECHNIQUES, INCLUDING VERBAL DE-ESCALATION AND PHYSICAL INTERVENTION STRATEGIES.



CPI HOLD

ONLY AS A LAST RESORT, CPI HOLDS ARE UTILIZED BY CPI TRAINED STAFF WHEN A STUDENT IS EXHIBITING BEHAVIOR THAT POSES IMMEDIATE HARM TO THEMSELVES, TO OTHERS, OR SERIOUS PROPERTY DAMAGE.



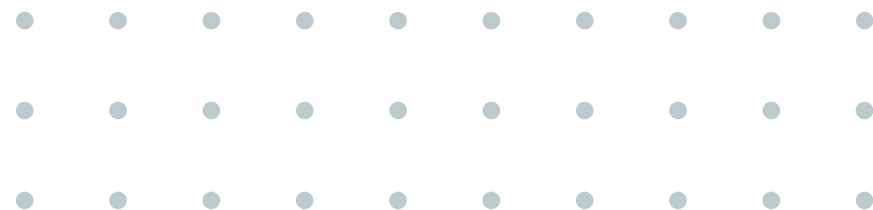
TRAINERS AND TRAINEES



CVUSD HAS 6 CPI TRAINED TRAINERS WHO HAVE EXPERIENCE IN SPECIAL EDUCATION AND BEHAVIORS

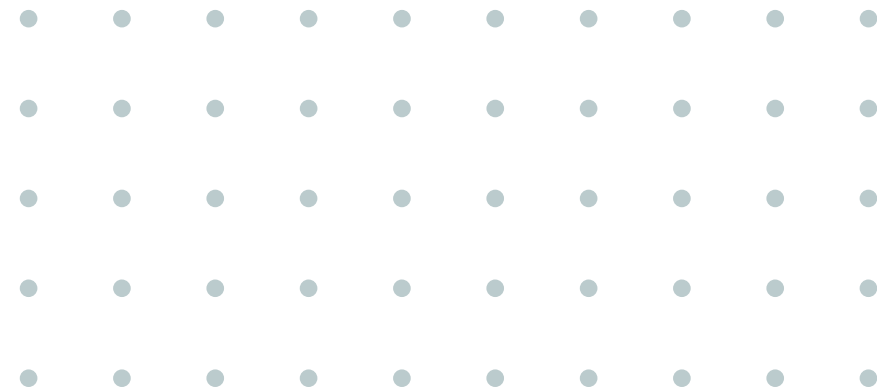
WHO IS COMMONLY TRAINED?

- **REGULAR TRAININGS ARE HELD TO TRAIN SPECIAL EDUCATION STAFF INCLUDING ADMINISTRATORS, COLLABORATIVE AIDES, 1:1 AIDES, TEACHERS AND SERVICE PROVIDERS**
- **TRAININGS ARE REQUESTED FROM ADMINISTRATION AND PROVIDED, AS NEEDED**



CPI HOLDS ARE NOT

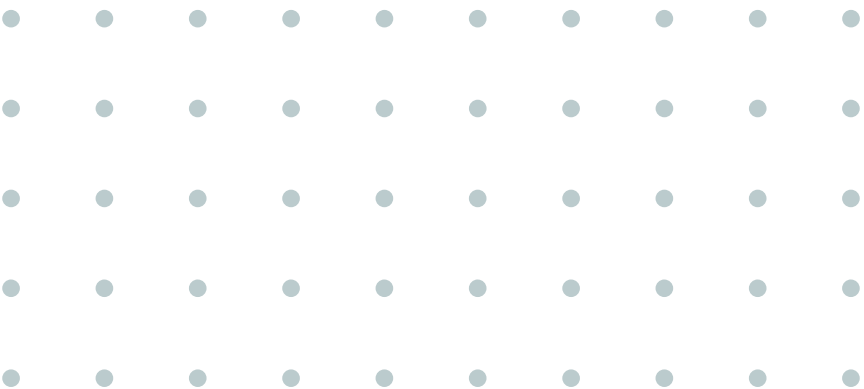
- **BLOCKING**
- **EVADING**
- **GUIDING A STUDENT TO A SAFER LOCATION**
- **OTHER PHYSICAL MANAGEMENT NOT APPROVED**



COMMUNICATION



- **PARENTS WILL BE NOTIFIED**
- **A MEETING WILL BE HELD (IEP, 504/SST/STEP)**
- **A PLAN WILL BE DEVELOPED TO MINIMIZE THE NEED FOR CRISIS PREVENTION STRATEGIES IN THE FUTURE**





ELIGIBILITY Cont.

Part 2

Process of Assessment PsychoEducational

- ASSESSMENT PROCESS
- HOW ASSESSMENT TOOLS ARE CHOSEN
- WHAT ASSESSMENT CAN TELL US

The Importance of Assessment: What can it Tell Us?



The Importance of Assessment

Assessment is a critical step in understanding your child's learning strengths and challenges, and to identify any potential areas where they may need additional support.

The assessment will evaluate various aspects of your child's cognitive, academic, and social-emotional functioning, including their ability to process information, learn new skills, and interact with their peers.

WHAT AN ASSESSMENT CAN TELL US.

This comprehensive evaluation will provide valuable insights into their learning style, highlighting areas of strength and identifying opportunities for growth and development.

The Assessment Process





STEP1

The Assessment Process:

- Referral from a teacher, parent, or other concerned individual
- Initial consultation to identify reasons for assessment and areas of concern
- Assessment uses various tools, such as standardized tests, rating scales, and observations that are administered by a trained school psychologist.
- The Assessment team selects and administers appropriate measures
- Gather input from the person, family, teachers, and other relevant parties

Step 2

Communicating the Findings:

This comprehensive evaluation will provide valuable insights into their learning style, highlighting areas of strength and identifying opportunities for growth and development. This information guides the IEP team to work together to develop a plan to support your child's educational needs.

- [Data is collected and analyzed](#)
- [Results are communicated through a clear, accessible report](#)
- [Report summarizes findings and provides recommendations for interventions or accommodations](#)
- [The results will be shared with you in a follow-up meeting, where we will discuss the findings and recommendations for your child's educational program.](#)



Selecting the Right Assessment Tools: A Thoughtful Process



Choosing the right assessment tools is a critical step in the assessment process and requires careful consideration of several key factors:

1. Assessing the Individual

- The individual's background, needs, and abilities
- Their age, grade level, and language proficiency
- Any disabilities or special needs they may have

A small white card with a checklist and progress bars. It features two columns of checkboxes. The first column has three checkboxes, with the second and third ones checked with red marks. The second column has four checkboxes, with the first and third ones checked with red marks. To the right of each checkbox is a horizontal progress bar, mostly filled with yellow.

A spiral-bound notebook with a checklist titled "ASSESSMENT". The title is in large, bold, black capital letters. Below the title is a list of six items, each with a checkbox and a horizontal progress bar. The first three checkboxes are checked with red marks, and the fifth one is also checked. The progress bars are mostly filled with yellow.

Checklist Item	Progress Bar
<input checked="" type="checkbox"/>	Progress bar (mostly yellow)
<input checked="" type="checkbox"/>	Progress bar (mostly yellow)
<input checked="" type="checkbox"/>	Progress bar (mostly yellow)
<input type="checkbox"/>	Progress bar (mostly yellow)
<input checked="" type="checkbox"/>	Progress bar (mostly yellow)
<input type="checkbox"/>	Progress bar (mostly yellow)

2. DETERMINING THE PURPOSE:

- [The specific skills or abilities you want to assess](#)
- [Cognitive functioning, academic achievement, social-emotional skills, etc.](#)
- [The type of assessment tool that will provide the most useful information](#)
- [The individual's cultural and linguistic background](#)
- [Selecting tools normed on diverse populations](#)
- [Considering the tool's cultural and linguistic adaptations](#)

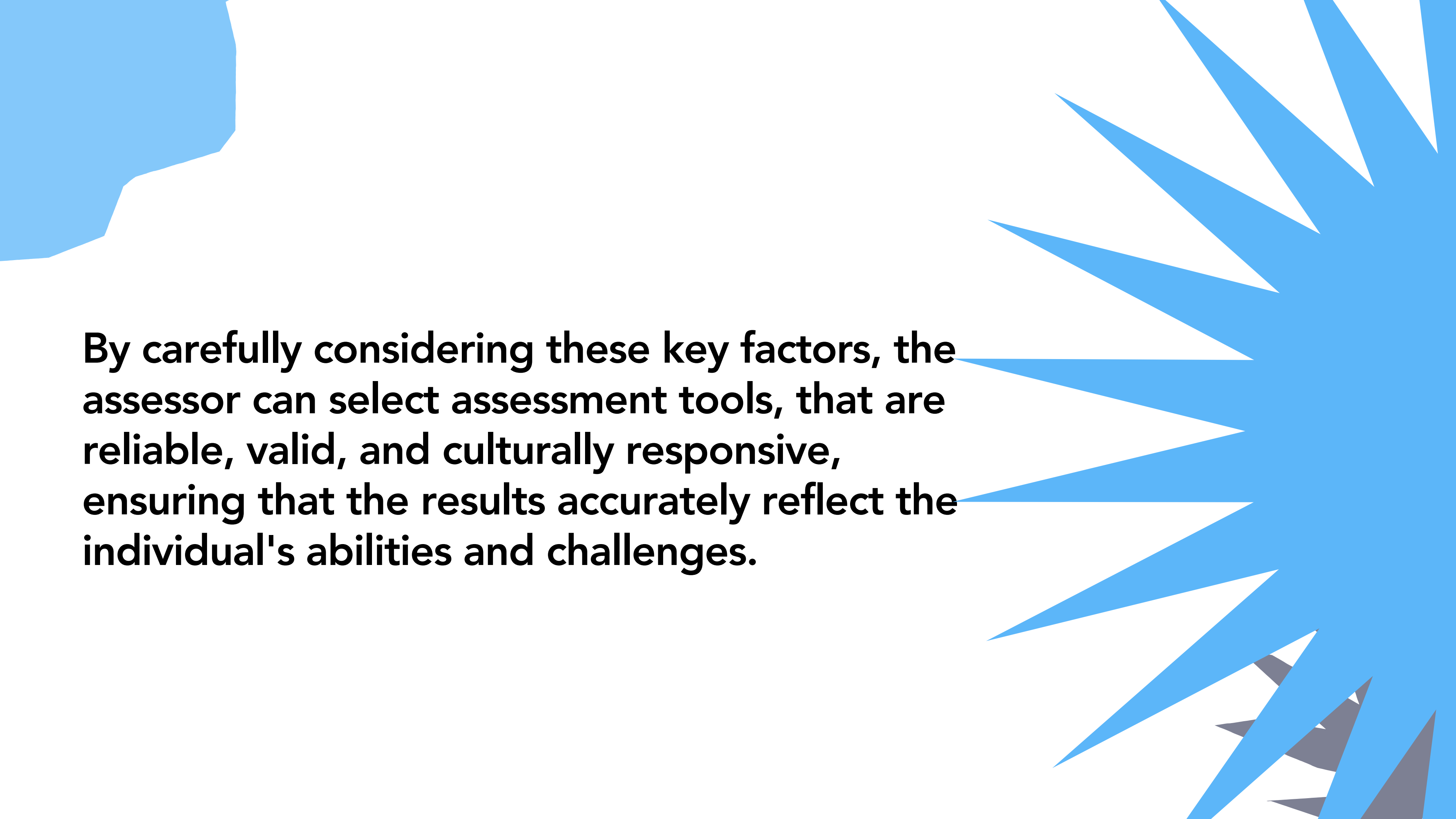


3. Ensuring Cultural Responsiveness

4. Evaluating Technical Quality:

- The reliability and validity of the assessment tool
- The tool's sensitivity, specificity, and ability to detect subtle differences



The background features abstract blue geometric shapes. On the left, there are irregular, jagged shapes. On the right, there is a large, complex starburst or sunburst shape composed of many sharp, triangular points radiating from a central area. Some of these points are a darker shade of blue.

By carefully considering these key factors, the assessor can select assessment tools, that are reliable, valid, and culturally responsive, ensuring that the results accurately reflect the individual's abilities and challenges.

Process of Assessment Occupational Therapy

- OT SERVICES AND ELIGIBILITY
- ASSESSMENT PROCESS
- HOW ASSESSMENT TOOLS ARE CHOSEN
- WHAT ASSESSMENT CAN TELL US
- WHAT OT IS NOT

OT Service and Eligibility

Occupational Therapy in the school setting helps students develop skills for academic success. Services may include:

- Assessments
- Interventions
- Environmental Modifications
- Assistive Technology
- Consultations
- Training
- Collaboration

OT Service and Eligibility

To become eligible for occupational therapy services, a student must:

- First meet the eligibility criteria qualifying them for special education Services under the Individual with Disabilities Education Act (IDEA)
- Their Individual Education Program (IEP) team must then determine that occupational therapy is necessary for them to participate in their education
- Next a referral is made in the areas of need
- An assessment is completed by the occupational therapist to determine if the student requires OT in the school environment

Table Discussion w/Program Specialist

- UPDATES,
- QUESTIONS,
- PROGRESS REPORTING
- CONCERNS FOR FALL

Save the Date!

APRIL 24, 2025

9AM--
10:30AM

