

DPPAC

CVUSD SPECIAL EDUCATION DEPARTMENT

DISTRICT PARENTS AS PARTNERS
ADVISORY COMMITTEE

MARCH 14, 2024

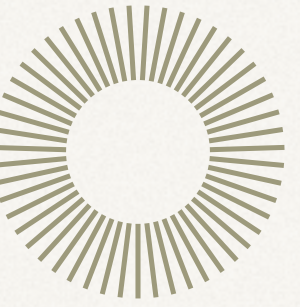




AGENDA

- Welcome, Norms, and Expectations
- CAC update
- Extended School Year
- Artificial Intelligence (AI)
- Transition Meetings
- Communication
- Upcoming Events





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



STAND

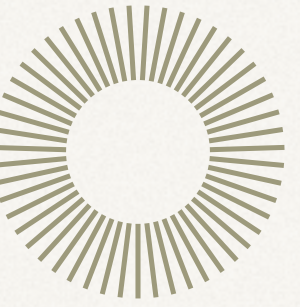
SHARE

SIT



Reviewing the Norms

What meeting norm will you
focus
on for today's meeting
and why?



MEETING NORMS & COURTESIES

- Keep student learning for all students as a focus
- Assume best intentions in others
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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.



WESELPA CAC Representative: Brandy Gambino

- Announcements & Updates



EXTENDED SCHOOL YEAR

What are Extended School Year (ESY) Services?

Extended School Year (ESY) services are special education and related services that are provided to a student with a disability beyond the regular school year in accordance with his/her IEP. The need for ESY services must be determined annually on an individual basis by the Individual Education Program (IEP) team.



EXTENDED SCHOOL YEAR



What is the purpose of ESY services?

The purpose of ESY services is to assist students in maintaining the skills at risk of regression or for students with severe disabilities to attain the critical skills or self-sufficiency goals essential to the student's continued progress. It is not a means to develop or enhance new skills. Secondary students can receive elective credit for ESY services.

ESY

Regression refers to how much knowledge or **how many skills a student loses due to a break** in the regular school year.

Recoupment refers to a student's ability and **corresponding length of time required to relearn knowledge** or skills previously achieved.

Critical Skills for Students with Severe Disabilities refers to **independent functioning skills** (eating, mobility, toileting, communicating, etc.). Development of these skills can lead to reduced dependency on future caretakers and enhance student's integration with nondisabled individuals.

Special Circumstances refer to the **evidence of other factors that prevent goal attainment**. These may include a student at a critical state in life skill development or who may have health-related, medically documented circumstances.

ESY

Who determines whether a student with a disability needs ESY services?
When does this happen?

The IEP team determines whether there is a need for ESY services. The IEP team includes:

- the student's parent/guardian,
- the student (if appropriate),
- special and general education teachers,
- related service providers,
- school administrator or designee, and
- other participants that may be helpful to the process such as a psychologist.

The need for ESY services may be determined at any IEP meeting if appropriate data have been collected to support the decision.

ESY

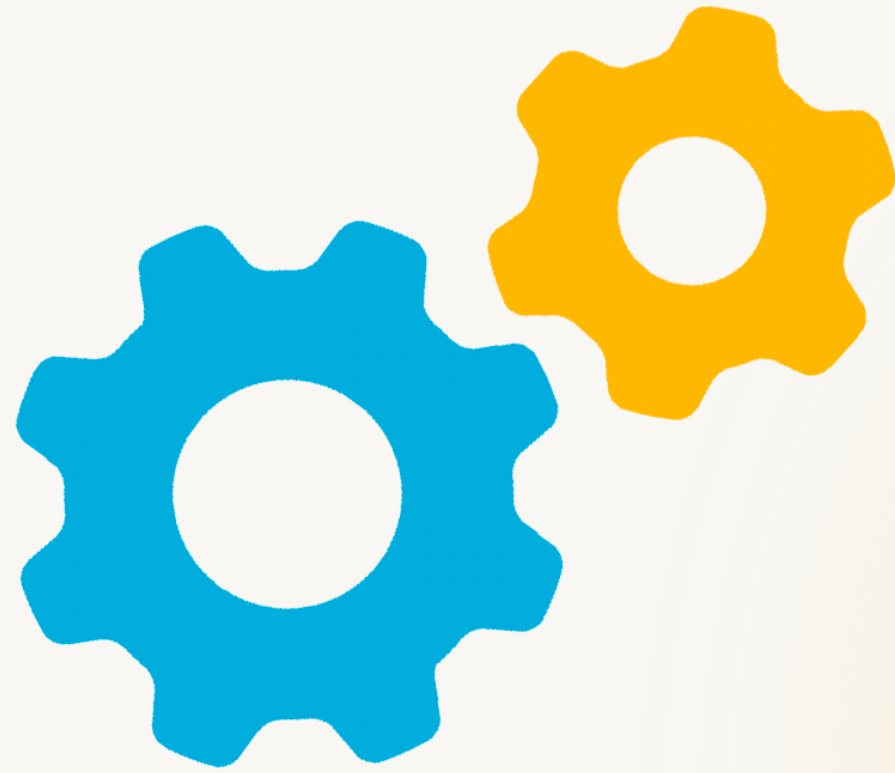
How does the IEP team decide whether a student with disabilities needs ESY services?

An IEP team may determine ESY is necessary when:

- **a student with disabilities demonstrates significant regression corresponding with limited recoupment of previously achieved skills;**
- **a loss of critical skills for students access the alternate curriculum; or**
- special circumstances or other factors that indicate the need for ESY services.

If my child with a disability received ESY services last year, will he/she continue to receive ESY services each year?

ESY services may be offered only if a student's **IEP team discusses and determines on an individual basis annually that ESY** is necessary for the provision of a Free and Appropriate Public Education to the student. This decision must be evaluated annually based on data collected and analyzed. ESY services are not required for every student with disabilities every year.



ESY TECHNOLOGY

Elementary Schools:

- No District Technology Devices needed
- AT/AAC student will bring

Junior High Schools:

- District Technology needed for ESY
- As students register, school sites will be updated
- 8th grade students will turn in at the end of ESY
- AT/AAC student will bring

High Schools:

- District Technology needed for ESY
- AT/AAC student will bring

ESY LOCATIONS

Elementary Schools:

- Walnut ES: Medically Fragile & SAI
- Country Springs ES: Mod/Severe/Autism

Wednesday, May 29 - Wednesday, June 26

Junior High Schools:

- DAL HS: SAI & Mod/Severe
- Chino HS: Medically Fragile

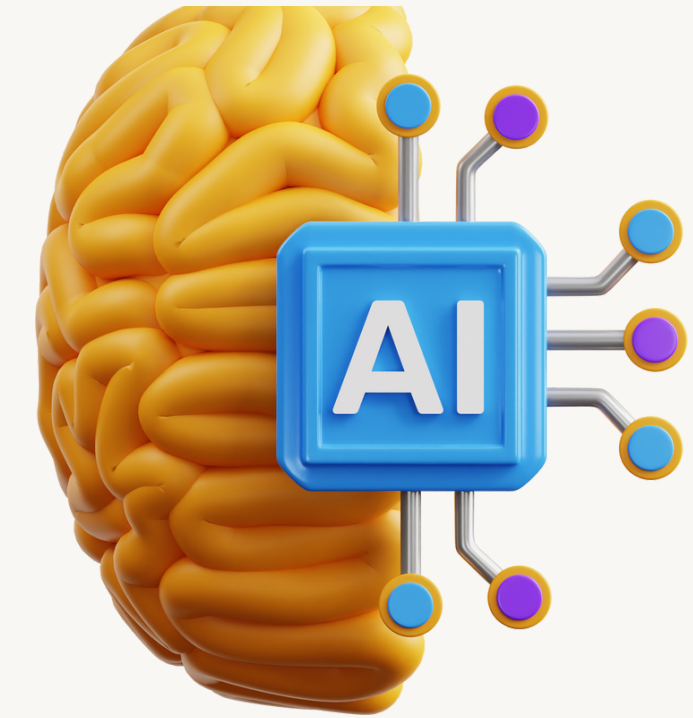
Wednesday, May 29 - Wednesday, June 26

High Schools:

- DAL HS SAI & Mod/Severe
- Chino HS: Medically Fragile

June 1 – June 28 & June 5 – July 11

ARTIFICIAL INTELLIGENCE

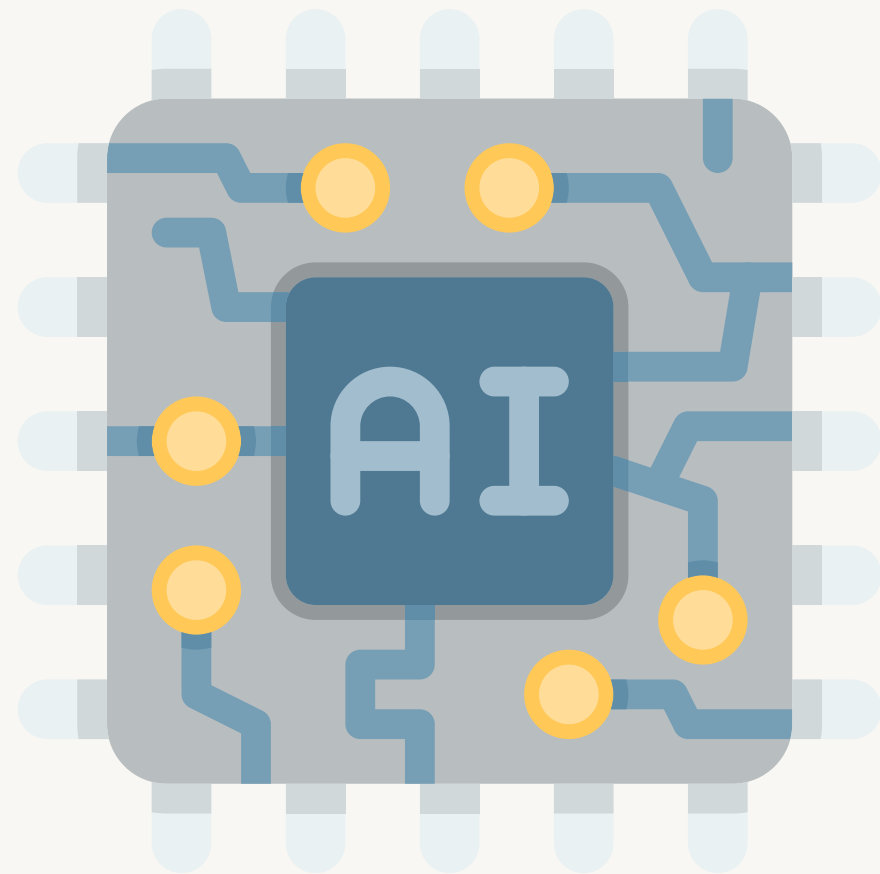


AI (Artificial Intelligence) and Recording Meetings

Ed Code specifically allows audio recordings of IEP & 504 meetings by parents when they communicate at minimum 24 hours prior to the meeting. This does not extend to video or AI transcription options including Firefly or Otter. At this time any AI recording of IEP meetings are not allowed by anyone.

California Education Code Section 56341(g) provides, in relevant part, that parents have the right to audio record their child's IEP team meeting. The District is committed to honoring its obligations under the IDEA and California law to ensure your right to audio record your child's IEP meetings, however, the District has serious concerns regarding possible exposure of recordings and/or transcripts of confidential IEP team meetings to third-parties through AI transcription, and the security of the data provided to AI transcriber services. The District understands that the use of AI transcription services is convenient as it provides an easily accessed transcript of the IEP team meeting. While the District always wants to work collaboratively with parents, and facilitate parental participation in the IEP process, the District must weigh the convenience of AI transcription against the serious privacy concerns raised by the use of a third-party AI transcription service.

ARTIFICIAL INTELLIGENCE



AI Note Takers

Otter

Firefly

Krisp

Airgram


Otter specifically is a scheduling assistant and meeting secretary. It summarizes the meeting, creates analytics about the discussion and more...

THINK

INK

PAIR

SHARE



What are your questions
or concerns about
Artificial Intelligence?

What other information
would you like to be
shared about AI?

TRANSPORTATION SERVICES



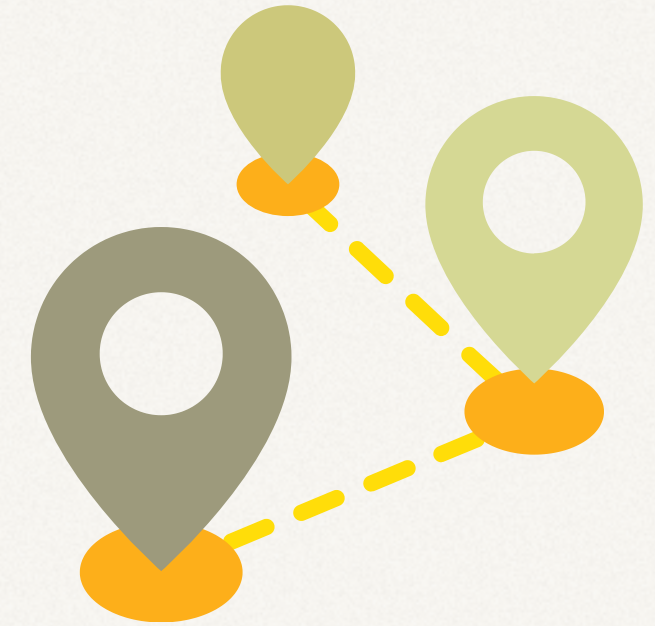
Transportation is a service. A discussion needs to be held annually to determine whether the STUDENT requires transportation to access their education above and beyond what a general education student would need. Transportation may change if location changes.

Typically provided:

- Health Concerns
- Safety Concerns (student cannot navigate independently)
- Program Placement not on home campus
- Mod/Severe, Medically Fragile



TRANSITION MEETINGS



- Students Transitioning from Pre-school to TK or Kinder, 6th grade to 7th grade, and 8th grade to 9th grade, 12th grade to Adult Transitions need an Amendment transition meeting
- Discuss student's current progress and goals
- Adjust services for next year
- End current services June 30
- New service box starting July 1
- Discuss the current services and supports



TRANSITION MEETINGS



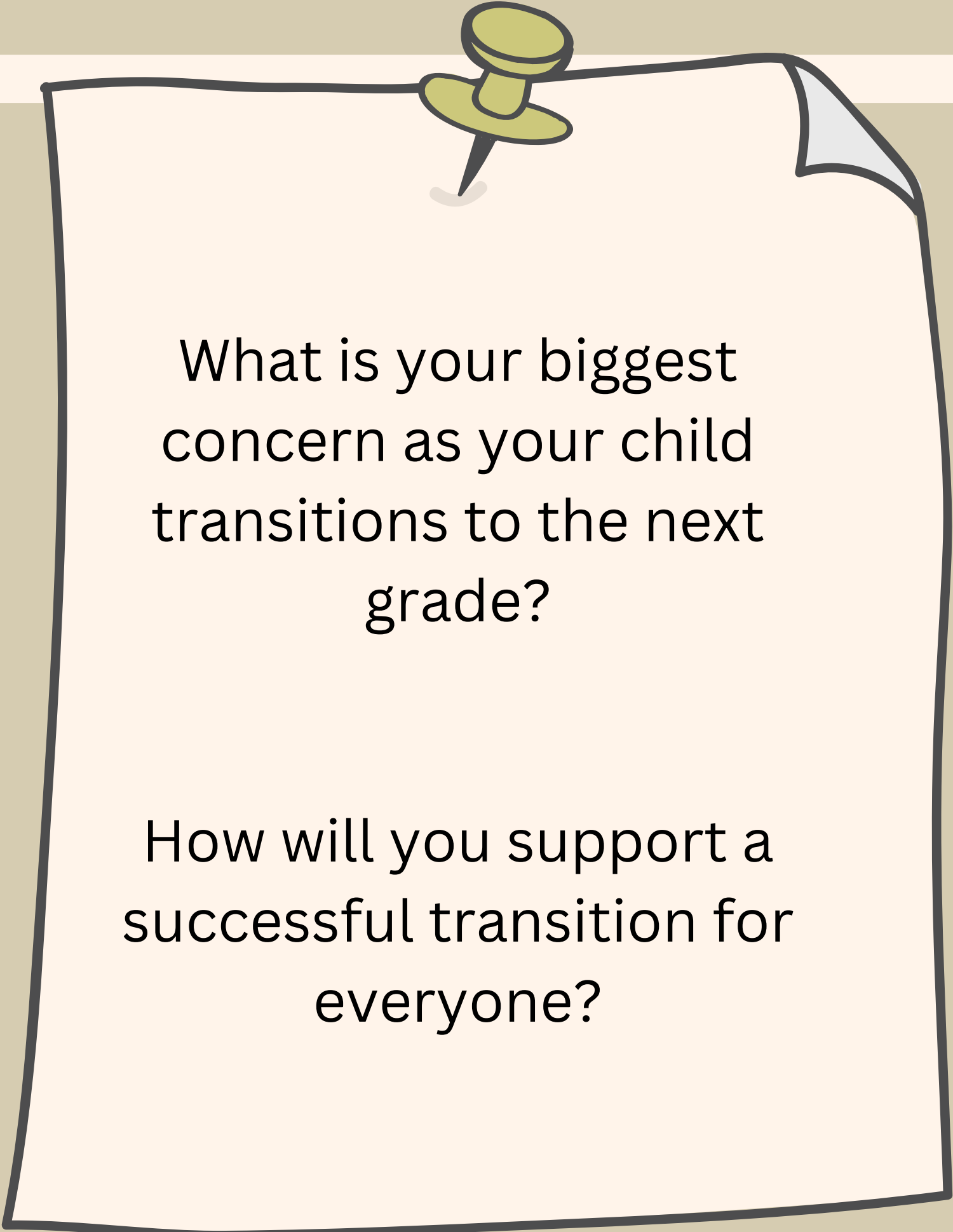
- BEST PRACTICE: Ask if a representative from the school the student will be attending can participate; build the home/school bridge early
- BEST PRACTICE: Ask if you can schedule a time to tour campus/meet admin prior to the start of school; attend a meeting this school year to get acclimated to the school site
- BEST PRACTICE: Understand that school sites are different so services may look different and the emphasis is on academic instruction
- BEST PRACTICE: Be patient and communicative without prejudice; set the tone that your expectation is collaboration

Think

Ink

Pair

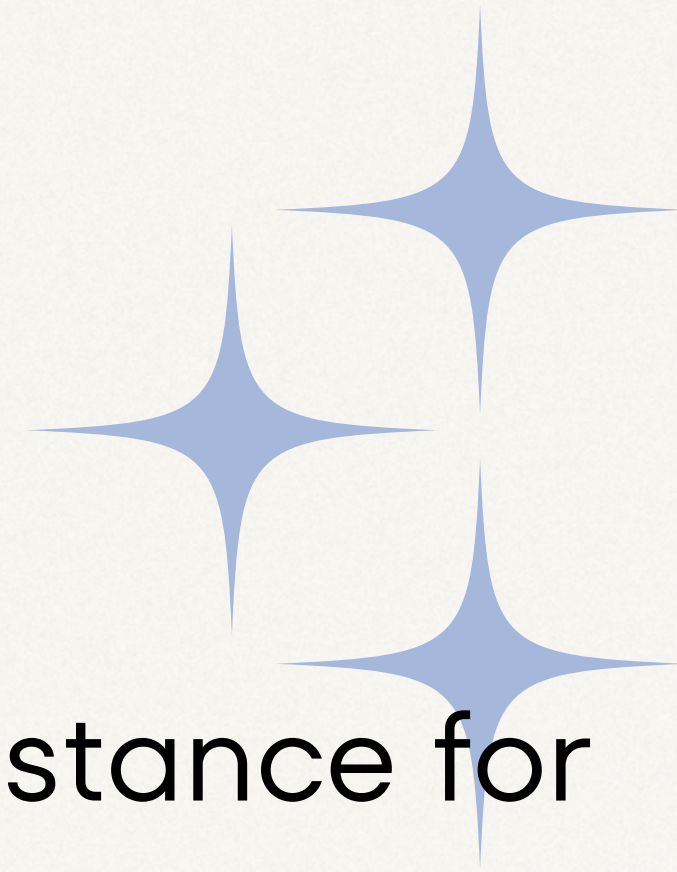
Share



What is your biggest
concern as your child
transitions to the next
grade?

How will you support a
successful transition for
everyone?

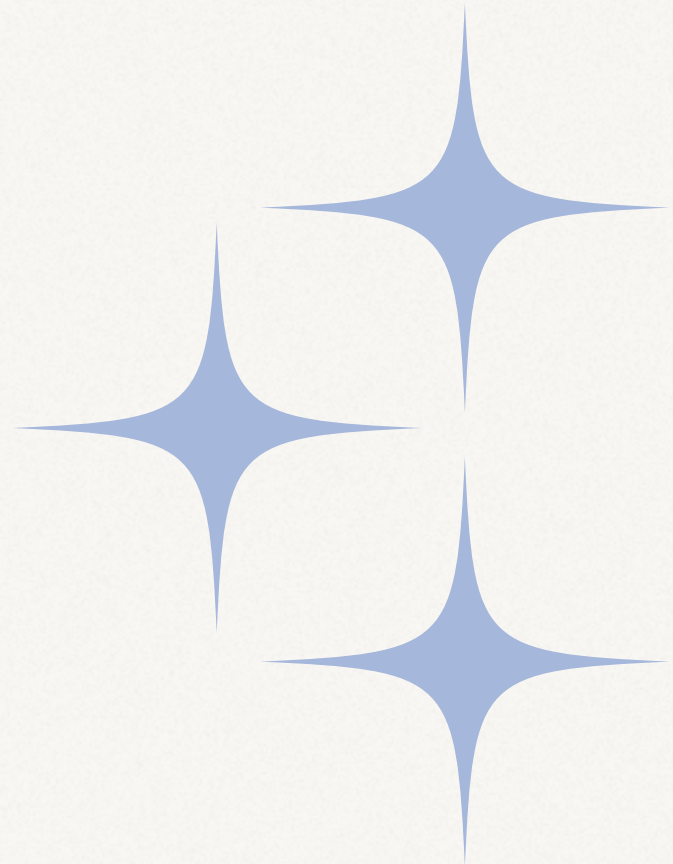
CELEBRATION

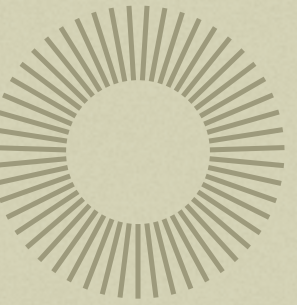


Special Education is no longer in Differentiated Assistance for
Chronic Absenteeism.

Every Child Counts

Attendance Increases Access





COLLABORATION & COMMUNICATION

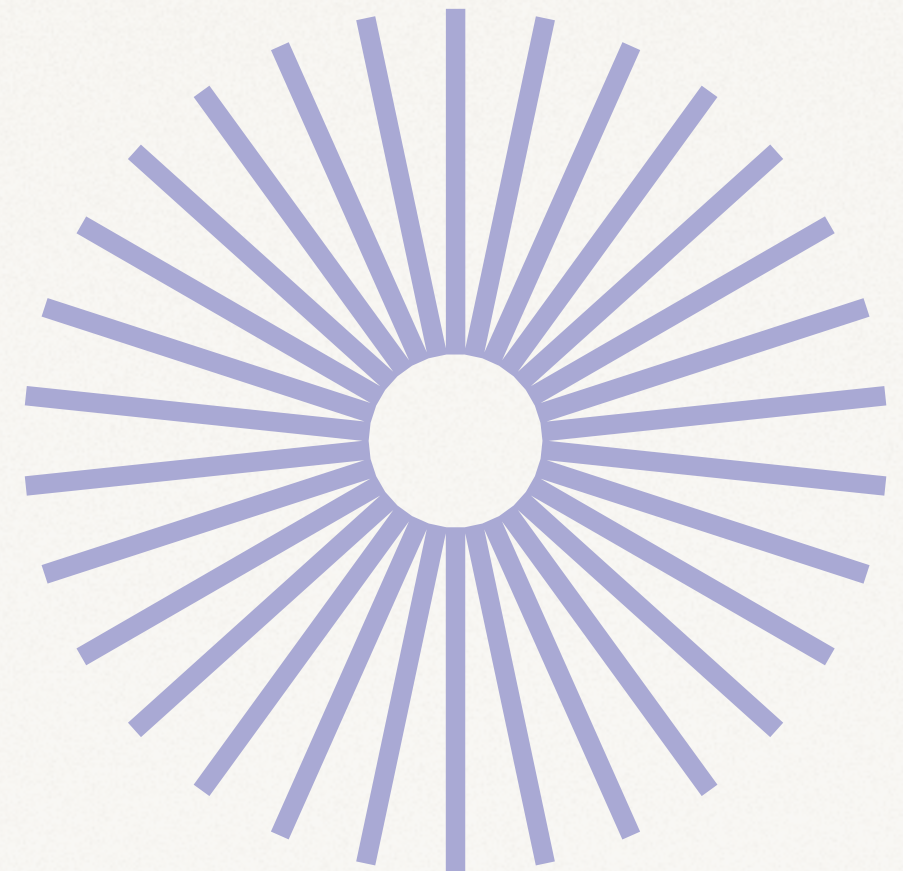
2024-25 THEME

Building the school to home connection.



UPCOMING EVENTS

- Art & Showcase, April 17
- DPPAC, May 9
 - Instructional Aides
 - Temporary Support Needs Assistant (TSNA)
1:1
 - Independence Plan
- Spring Break, March 25
- Last Day of school, May 23
- ESY



UNTIL WE

MEET

AGAIN

