



PARENT ADVISORY COMMITTEE

September 11, 2025

Via Zoom & In-Person at Covillaud Preschool Office
8:30AM-9:30 AM

Join our Zoom in Person at:

Cedar Lane School
Readiness
w/ Veronica Lepe
841 Cedar Lane

Ella School Readiness
w/ Maria Cabrera
4850 Olivehurst Ave

Olivehurst School
Readiness
w/ Lulu Vaca
1788 McGowan Pkwy



Mission and Vision of MJUSD Child Development

It is the mission of the MJUSD Child Development Program to provide the highest quality of services to our youngest learners in a safe, nurturing, positive, engaging and **inclusive** learning environment.

Our program inspires social-emotional confidence to facilitate the growth of the whole child. Children are provided opportunities to explore, manipulate and take risks by engaging in a safe, nurturing and enriching environment that embraces individuality and a strong sense of community.



JOANNA HUNT
CSPP Program Specialist

- Enrollment
- Attendance
- State Reports
- Staff Support
- New Staff/Sub/Volunteer Paperwork
- Parent Communication





LUPITA ROMERO

CSPP Health Aide

- Health Plans (IHP Process)
- ASQ Process
- Vision Screenings
- Provides direct care to students
- Referrals for health conditions
- Liaison between school, family, healthcare and community services

SDC Preschool IHP Process



What does an Inclusive Early Education Program look like?

An inclusive preschool program is a school where children with and without developmental disabilities learn together.

The California Department of Education describes a high quality preschool program that “supports children’s development, relationships with peers and a sense of belonging, which is true for children with and without disabilities. Not only do children with disabilities benefit from being included in early education but children without disabilities also have a positive developmental outcomes in inclusive environments.”

DRDP (2015)

An Early Childhood Developmental Continuum

Summary of Measures in Preschool Views



Domain Name: Approaches to Learning-Self-Regulation • Domain Abbreviation: ATL-REG

Number	Measure Name	Comprehensive	Fundamental	Essential
1	Attention Maintenance	Conditional	Conditional	Not included
2	Self-Comforting	Conditional	Conditional	Not included
3	Imitation	Conditional	Conditional	Not included
4	Curiosity and Initiative in Learning	Required	Required	Required
5	Self-Control of Feelings and Behavior	Required	Required	Required
6	Engagement and Persistence	Required	Required	Required
7	Shared Use of Space and Materials	Required	Required	Required



Domain Name: Social and Emotional Development • Domain Abbreviation: SED

Number	Measure Name	Comprehensive	Fundamental	Essential
1	Identity of Self in Relation to Others	Required	Required	Required
2	Social and Emotional Understanding	Required	Required	Required
3	Relationships and Social Interactions with Familiar Adults	Required	Required	Required
4	Relationships and Social Interactions with Peers	Required	Required	Required
5	Symbolic and Sociodramatic Play	Required	Required	Not included



Domain Name: Language and Literacy Development • Domain Abbreviation: LLD

Number	Measure Name	Comprehensive	Fundamental	Essential
1	Understanding of Language (Receptive)	Required	Required	Required
2	Responsiveness to Language	Required	Required	Not included
3	Communication and Use of Language (Expressive)	Required	Required	Required
4	Reciprocal Communication and Conversation	Required	Required	Required
5	Interest in Literacy	Required	Required	Not included
6	Comprehension of Age-Appropriate Text	Required	Required	Required
7	Concepts About Print	Required	Required	Not included
8	Phonological Awareness	Required	Required	Required
9	Letter and Word Knowledge	Required	Required	Required
10	Emergent Writing	Required	Required	Required



Domain Name: English Language Development • Domain Abbreviation: ELD

Number	Measure Name	Comprehensive	Fundamental	Essential
1	Comprehension of English (Receptive English)	Conditional	Conditional	Conditional
2	Self-Expression in English (Expressive English)	Conditional	Conditional	Conditional
3	Understanding and Response to English Literacy Activities	Conditional	Conditional	Conditional
4	Symbol, Letter, and Print Knowledge in English	Conditional	Conditional	Conditional



Domain Name: Cognition, Including Math and Science • Domain Abbreviation: COG

Number	Measure Name	Comprehensive	Fundamental	Essential
1	Spatial Relationships	Conditional	Conditional	Not included
2	Classification	Required	Required	Required
3	Number Sense of Quantity	Required	Required	Required
4	Number Sense of Math Operations	Required	Required	Required
5	Measurement	Required	Required	Required
6	Patterning	Required	Required	Required
7	Shapes	Required	Required	Required
8	Cause and Effect	Required	Not included	Not included
9	Inquiry Through Observation and Investigation	Required	Not included	Not included
10	Documentation and Communication of Inquiry	Required	Not included	Not included
11	Knowledge of the Natural World	Required	Not included	Not included



Domain Name: Physical Development-Health • Domain Abbreviation: PD-HLTH

Number	Measure Name	Comprehensive	Fundamental	Essential
1	Perceptual-Motor Skills and Movement Concepts	Required	Required	Required
2	Gross Locomotor Movement Skills	Required	Required	Required
3	Gross Motor Manipulative Skills	Required	Required	Required
4	Fine Motor Manipulative Skills	Required	Required	Required
5	Safety	Required	Conditional	Not included
6	Personal Care Routines: Hygiene	Required	Conditional	Not included
7	Personal Care Routines: Feeding	Conditional	Conditional	Not included
8	Personal Care Routines: Dressing	Conditional	Conditional	Not included
9	Active Physical Play	Required	Required	Not included
10	Nutrition	Required	Conditional	Not included



Domain Name: History-Social Science • Domain Abbreviation: HSS

Number	Measure Name	Comprehensive	Fundamental	Essential
1	Sense of Time	Required	Not included	Not included
2	Sense of Place	Required	Not included	Not included
3	Ecology	Required	Not included	Not included
4	Conflict Negotiation	Required	Not included	Not included
5	Responsible Conduct as a Group Member	Required	Not included	Not included



Domain Name: Visual and Performing Arts • Domain Abbreviation: VPA

Number	Measure Name	Comprehensive	Fundamental	Essential
1	Visual Art	Required	Not included	Not included
2	Music	Required	Not included	Not included
3	Drama	Required	Not included	Not included
4	Dance	Required	Not included	Not included

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Notice the first two domains are about Social Emotional Learning



NORMING: Roles & Responsibilities

"In our shared space, every staff is a teacher, every staff is a behavioral aide, and there are no your kids and my kids. We all help students in need whether that need centers around communication, academics, physical needs, adaptive daily skills, or social, emotional, or behavior skills"



- The Gen Ed Teacher leads the classroom, lessons, and staff, while the SPED Teacher leads behavior support, IEP implementation, and specialized strategies.
- Every staff member is considered a teacher and plays an integral part in supporting all students regardless of need.
- Gen Ed and SPED staff coach each other to enhance skills and improve inclusive practices.
- The collaborative process leverages individual teacher strengths and areas of expertise while allowing flexibility for shared learning and support.



PERFORMING: A Day in the Life

Minutes are assigned individually, based on student skills and student needs, and that time is increased as students build skills and relationships that will help them feel more comfortable in the GE environment.

Arrival & Breakfast (Start of Day)

- Students begin in the GE room with SPED Teacher or Staff present.
- All students sit together; SPED Staff supports meal routines, communication, and vocabulary.
- GE and SPED Staff work together to assist with arrival routines (check-in, handwashing, seating).

Circle Time

- SPED Staff sits near or within the Circle to support any child as needed.
- Staff support is dependent on connections.
- SPED Staff and GE Staff work together to assess kindergarten readiness indicators in the natural environment.
- Students join Circle or the Active Calming area based on regulation needs.

Small Groups

- Typically led by GE Staff, but SPED Staff may lead when appropriate.
- SPED Staff assists with SDC students, provides classroom support, or monitors students based on need.

Free Choice Play & Inclusion Minutes

- Inclusion happens based on individual inclusion goals.
- Playtime duration is tailored to each student's needs.
- Students transition between GE and SPED classroom are fluid.

Outdoor Play & Dismissal (Varies by Student)

- Depending on services and needs, students have 15-30 minutes of inclusive outside playtime.
- Some SDC students are picked up from the playground; others return to class before bus or parent pickup.
- Gen Ed students are dismissed from the playground.

ATL-REG 2: Self-Comforting

Child develops the capacity to comfort or soothe self in response to distress from internal or external stimulation

Conditional MeasureMeasure not rated: the child's development is beyond the latest developmental level.
(Required for children with IEPs)

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Responds to internal or external stimulation in basic ways	Engages in behaviors that have previously worked to soothe self	Comforts self by seeking a familiar adult or a special thing	Comforts self in different ways, based on the situation	Anticipates need for comfort and prepares self by asking questions, getting a special thing, or in other ways	<i>There are no later levels for this measure</i>	<i>There are no later levels for this measure</i>	<i>There are no later levels for this measure</i>
Possible Examples • Cries when hears a loud noise. • Closes eyes when taken into bright sunlight. • Brings fist to mouth and fusses when hungry.	Possible Examples • Sucks thumb or fist to soothe self. • Turns away from sensory experiences such as loud noises, bright lights, or specific textures. • Nuzzles face into a blanket or a familiar adult's shoulder when unfamiliar adults approach.	Possible Examples • Retrieves a familiar object, such as a blanket, to soothe self when upset. • Gestures "up" to a familiar adult to be picked up when sleepy. • Seeks contact with a familiar adult when a toy is taken by another child.	Possible Examples • Softly hums or vocalizes to self when lying down for naptime. • Goes to cubby and gets a photo of family when upset after a parent leaves. • Seeks out a cozy place to get away from active play of other children. • Remains seated in a small group activity while manipulating a favorite toy.	Possible Examples • Asks what's going to happen next, to get ready to transition to a new activity. • Requests favorite book to read with parent before the parent leaves. • Moves away and covers ears when an adult brings out a vacuum to clean spilled sand on the floor.			



Child is emerging to the next developmental level



Unable to rate this measure due to extended absence



ALL OF OUR CLASSROOMS, INCLUDING THE SCHOOL AGE CLASSROOM ARE SET UP STRATEGICALLY WITH AT LEAST 5 CENTERS FOR LEARNING AND LIMITED TO THE NUMBER OF STUDENTS :

- NATURE / SCIENCE CENTER
- MATH/NUMBERS
- BLOCKS-MUST HAVE AT LEAST TWO TYPES OF BLOCKS AND A LARGE ENOUGH AREA TO BUILD
- READING CENTER-MUST BE AWAY FROM THE LOUD CENTERS..NEAR THE QUIET AREA
- DRAMATIC PLAY CENTER—MUST HAVE AT LEAST TWO TYPES OF DRESS UP CLOTHING; I.E. FIREFIGHTER, TEACHER, ETC.
- WRITING CENTER
- CALMING AREA



During meals, choices and on the playground, ECERS requires that we have open ended questions to engage in conversation with our students. Many classrooms have reminders for staff around the room.

Open-ended Knowledge Questions

- What happened when...?
- What happened before/after...?
- What did it look/feel/sound/taste/smell like?
- What do you remember from...?
- Describe what you know about...
- Tell me about your...
- Name all of your favorite _____.
- What did you use to make it?
- List everything you think you might find in...
- Describe to me _____ (block structure, etc.) and how you made it.





We use a lot of visuals in our classrooms as many of our students have limited verbal skills or are dual language learners.



COG: Cognition, Including Math and Science

COG2:Classification

COG4:Number Sense of Math Operations

Sorting Pom poms



01/13/2022

SED: Social and Emotional Development

SED4:Relationships and Social Interactions with Peers

SED5:Symbolic and Sociodramatic Play

Free play with friend



01/18/2022

SED5:Symbolic and Sociodramatic Play

Grayson Playing in the dramatic area with Loralai pretending to be a baby. Mateo pretending to be a mail carrier and a photographer



02/04/2022

Documentation of DRDP standards met. We use Learning Genie. Photos are required to show the standard has been met. We are required to do DRDP reports at the beginning of the year (Oct.) and End of the year (May) and report to CDE / CSPP.



ECERS requires that we have paint and water/sand available daily for students during free choice. ****Free choice of Centers must be at least 60 minutes during a 3-hour class.*** Also, all toys are labeled on classroom shelves that are easily accessible to the students.



We have A LOT of online Parenting Classes! If interested, please email Jolie Critchfield at [Jcritchfield@mjud.com](mailto:jcritchfield@mjud.com) and a link will be sent to you!

 Conscious Discipline®	Method + Research	Professional Development
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My Account	E-Learning
Account Details	Plan
Orders	Handling Upset: The Adult-First Mindset Shift
Quotes	E-Course: Start Strong - SEL Foundations and Resiliency in Infants and Toddlers
Digital Resources	Webinar: Understanding Trauma
Teams	E-Course: Powers of Resilience - SEL for Adults
Gift Cards	E-Course: Conscious Discipline - Building Resilient Schools & Homes
Certificates	
Logout	



Online Courses

- Handling Upset: The Adult-First Mindset
- Understanding Trauma
- Building Resilient Schools & Homes
- SEL Foundations and Resiliency in Infants and Toddlers
- Powers of Resilience- SEL for Adults

Contact Jolie: jcritchfield@mjud.com

All of our staff is trained and use Conscious Discipline strategies in the classroom to build the needed social and problem solving skills with our students!

Conscious Discipline Classes Coming Your Way!



VERONICA LEPE
SCHOOL READINESS OUTREACH
SPECIALIST
(530) 565-5308
VLEPE@MJUSD.COM

SPANISH/ENGLISH-
PARENT WEEKLY WORKSHOPS
9:30-12:00 PM

★ **RESOURCE WORKSHOP**
MON/WED/FRI 9:00AM - 11:30AM

Weekly Resource Workshop (WRW)
Happy Healthy Me is Moving, Munching and Reading through My Plate. This curriculum provides opportunities for young children to explore nutrition and physical activity concepts in a fun and interactive way! The Early years are the most important for nutrition education because it is during this period that lifestyles eating habits are formed.

Farm to Fork
Wash Your Hands

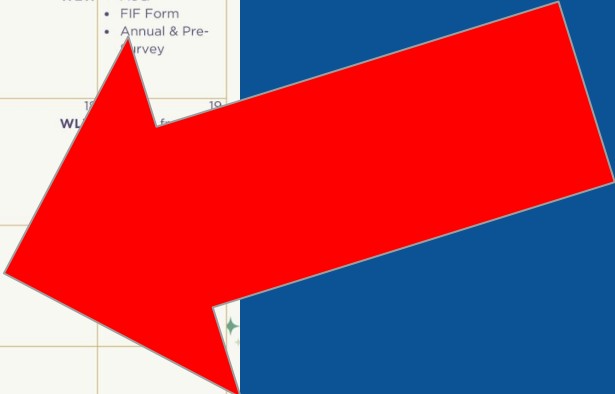
Weekly Literacy Workshop (WLW)
Tuesday/Thursday 9:30 -12:00
SR Members only

Let's Read Together is a curriculum is organized around a series of workshops for parents with children 0-5 years of age. Each workshop is organized around a featured book, specifically selected for it's intended age group. Through hands-on activities parents learn how to engage their children in positive, age appropriate ways that promote the development of early literacy skills.

Book's Of The Month:
Brown Bear, Brown Bear, What Do You See?

SCHOOL READINESS @ CEDAR LANE

Mon	Tue	Wed	Thu	Fri
Resource Workshop every Monday	Literacy Workshop every Tuesday		Literacy Workshop every Thursday	Resource Workshop every Friday
NO CLASS LABOR DAY	WLW	School Readiness Collaboration Meeting	WLW	WRW • Monthly Meeting • ASQ • FIF Form • Annual & Pre-Survey
WRW • Fresh from the Garden • ASQ • FIF Form • Annual & Pre-Survey	WLW	School Readiness Collaboration Meeting	WLW	WRW • ASQ • FIF Form • Annual & Pre-Survey
WRW	WLW	School Readiness Collaboration Meeting	WLW	WRW
No Class	WLW	School Readiness Collaboration Meeting	WLW	WRW
WRW • Fresh from the Garden • ASQ	WLW	★ WEEK 1 Conscious Discipline @ 9:00am Ella Elem.		
WRW	WLW			






MEET OUR CHILD DEVELOPMENT COACHES



LINDA DUENAS

Site Supervisor
Linda CSPP
*Certified Instructor



BELLE MARTINEZ

Site Supervisor
Linda CSPP
*Certified Instructor



SOPHIA EFFIMOF

SDC Teacher
Linda Preschool



MARIA JACOBO

Site Supervisor
Ella CSPP



CARMEN MOTA

Site Supervisor
Kynoch CSPP
*Certified Instructor

MEET OUR CHILD DEVELOPMENT COACHES



BECKY D'AGOSTINI

Site Supervisor
Covillaud CSPP

*Certified Instructor



DAO SCOTT

Site Supervisor
Cedar Lane CSPP



ROXANN GALLOWAY

Site Supervisor
Dobbins CSPP



KANG SOUN

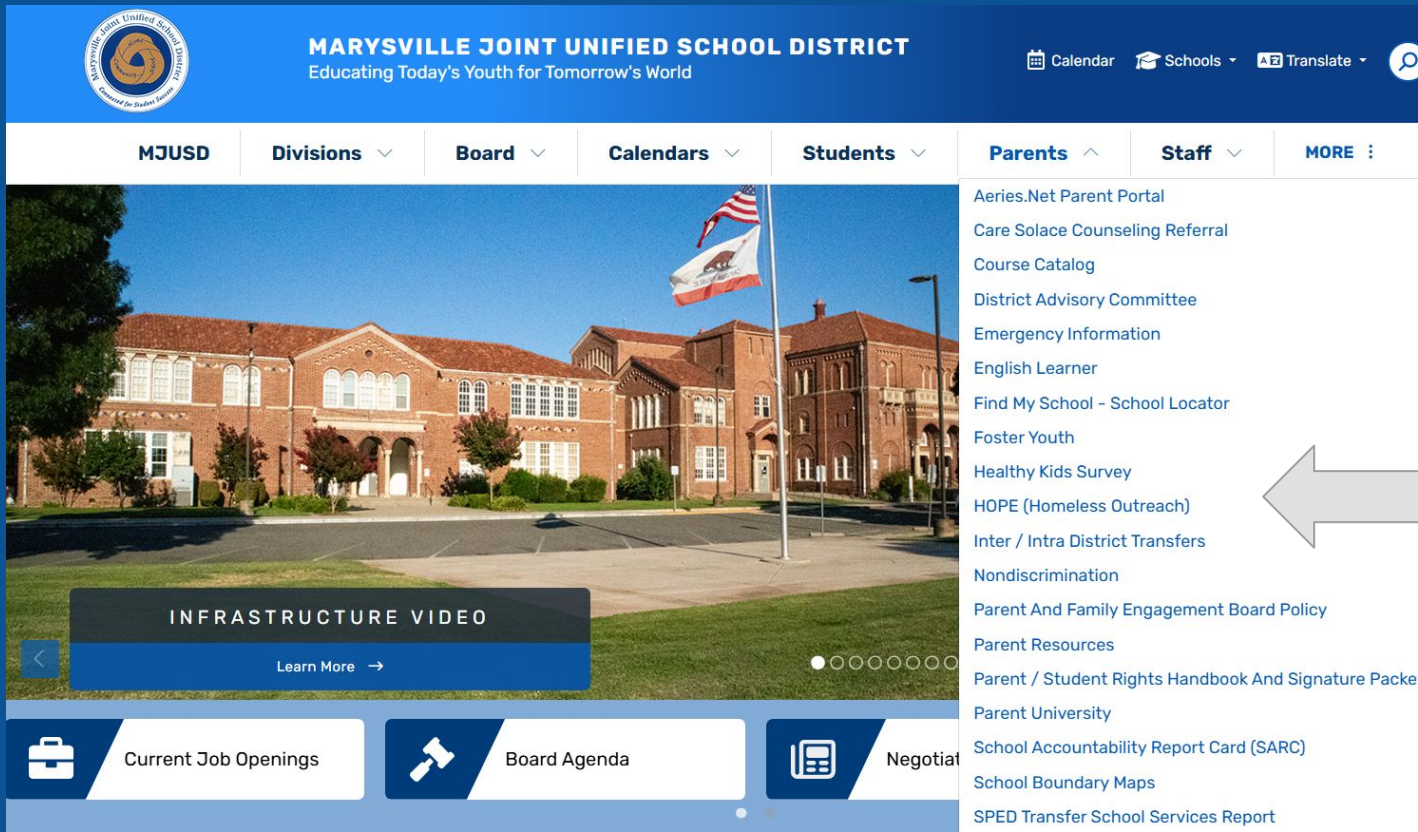
Site Supervisor
Covillaud CSPP



BERNIE RIDGEWAY

Site Supervisor
Roving CSPP

How do I find out about services in our community? Visit our website at www.mjUSD.com



The screenshot displays the homepage of the Marysville Joint Unified School District website. The header features the district's logo, name, and tagline, along with links to the calendar, schools, and a translation tool. A navigation bar includes links to MJUSD, Divisions, Board, Calendars, Students, Parents, Staff, and a MORE menu. The main content area shows a large image of a school building with an "INFRASTRUCTURE VIDEO" overlay. A dropdown menu is open under the "Parents" link, listing various services. A large grey arrow points to the "HOPE (Homeless Outreach)" link in this menu. The footer contains links for Current Job Openings, Board Agenda, and Negotiations.

MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT
Educating Today's Youth for Tomorrow's World

Calendar Schools Translate

MJUSD Divisions Board Calendars Students Parents Staff MORE

INFRASTRUCTURE VIDEO
Learn More

Parents dropdown menu:

- Aeries.Net Parent Portal
- Care Solace Counseling Referral
- Course Catalog
- District Advisory Committee
- Emergency Information
- English Learner
- Find My School - School Locator
- Foster Youth
- Healthy Kids Survey
- HOPE (Homeless Outreach)
- Inter / Intra District Transfers
- Nondiscrimination
- Parent And Family Engagement Board Policy
- Parent Resources
- Parent / Student Rights Handbook And Signature Pack
- Parent University
- School Accountability Report Card (SARC)
- School Boundary Maps
- SPED Transfer School Services Report

Footer:

- Current Job Openings
- Board Agenda
- Negotiations

Click on Community Resources

Home

Outreach Forms

DYMDT

Graduation Exemption

Community Resources



Homeless Definition

Children and youth who lack a fixed, regular, and ad

- Children and youth who are sharing the housing, hotels, trailer parks, or camping grounds due to t abandoned in hospitals;

Life Building Center - Single Entry Point for Homele

- Access to shelters and housing resources for families and individuals experienc also provides a 25-bed shelter.
- [Website](#) (Notice: This link will redirect you to a non-MJUSD website.)
- 131 F Street, Marysville
- (530) 749-6811
- Monday-Friday, 9:00 am - 3:30 pm
- [Life Building Center Flyer](#)

Community Resources

- [Homeless Resource Guide](#)

Medical Resources

- **Medical**
 - [Medical - English](#)
 - [Medical - Spanish](#)
- **Dental**
 - [Dental - English](#)
 - [Dental - Spanish](#)
- **Vision**
 - [Vision - English](#)
 - [Vision - Spanish](#)