



PARENT ADVISORY COMMITTEE

September 18, 2026

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

W
E
L
C
O
M
E



AGENDA

- ❖ Welcome & Introductions
- ❖ Preschool Mission & Vision
- ❖ What does an Inclusive Early Education Program look like
- ❖ Meet Our Office Staff ●●●
- ❖ Desired Results Developmental Profile (2025) - DRDP
- ❖ Inclusion/Co-Teaching
- ❖ Intentional Classroom Design
- ❖ Functions of Behavior

Mission and Vision of MJUSD Child Development

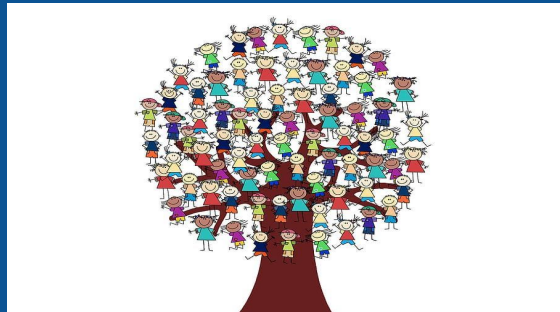
It is the mission of the MJUSD Child Development Program to provide the highest quality of services to our youngest learners in a safe, nurturing, positive, engaging and **inclusive** learning environment.

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.

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.”



MEET OUR OFFICE SUPPORT STAFF



JOANNA HUNT
CSPP Program Specialist

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



Starting May 2024, ALL students in CSPP and in Special Day Class (SDC) use State Preschool Enrollment Paperwork to allow for inclusion and/or dual enrollment of our students with disabilities in State Preschool



ARACELI RAYA
CSPP Program Specialist

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

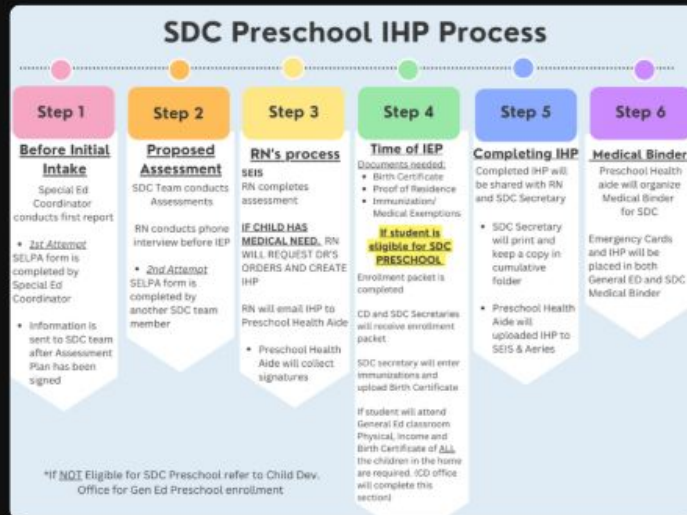


MEET OUR PRESCHOOL HEALTH AIDE



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



Measures at a Glance—DRDP (2025) Preschool/Transitional Kindergarten/Kindergarten (PTK) View

Domain Name: Approaches to Learning (ATL)

ATL 1: Engagement, Attention, and Persistence
ATL 2: Curiosity, Interest, and Initiative
ATL 3: Problem-Solving
ATL 4: Planning

Domain Name: Social and Emotional Development (SED)

SED 1: Self-Awareness
SED 2: Social Awareness
SED 3: Relationships and Reciprocal Interactions with Familiar Adults
SED 4: Relationships and Interactions with Peers
SED 5: Emotional Knowledge and Regulation

Domain Name: Foundational Language Development (FLD)

FLD 1: Understanding Language (Receptive)
FLD 2: Using Language (Expressive)
FLD 3: Shared Communication and Conversation
FLD 4: Foundational Literacy Skills
FLD 5: Alphabets and Print Knowledge
FLD 6: Writing

Domain Name: English Language Development (ELD)

ELD 1: Comprehension of English (Receptive English)*
ELD 2: Self-Expression in English (Expressive English)*
ELD 3: Understanding and Responding to English Literacy Activities*

Domain Name: Math (MATH)

MATH 1: Spatial Thinking
MATH 2: Classification
MATH 3: Number and Counting
MATH 4: Number Operations
MATH 5: Measurement

Domain Name: Science (SCI)

SCI 1: Cause and Effect
SCI 2: Inquiry Through Observation and Investigation
SCI 3: Documentation and Communication of Inquiry

Domain Name: Physical Development (PD)

PD 1: Perceptual-Motor Skills and Movement Concepts
PD 2: Gross Locomotor Movement Skills
PD 3: Gross Motor Manipulative Skills
PD 4: Fine Motor Manipulative Skills

Domain Name: Health (HLTH)

HLTH 1: Safety
HLTH 2: Understanding of Health and Wellness
HLTH 3: Personal Care Routines: Hygiene**
HLTH 4: Personal Care Routines: Feeding**
HLTH 5: Personal Care Routines: Self-Dressing**

HAPPENING NOW!

* ELD measures are completed only for preschool-age children whose home language is other than English and whose family has identified spoken English as a method or mode of communication for their child.

INCLUSION & CO-TEACHING



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' transitions 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.

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



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



UNDERSTANDING FUNCTION OF BEHAVIOR

MONTHLY FOCUS

Understanding Function of Behavior

HERE'S WHY

All behavior serves a purpose — it's how students communicate their needs, especially when they don't have the tools or skills to do so appropriately. When we understand the function behind a behavior, we can better support the student before things escalate.

FUNCTIONS

Attention: Gain a social interaction (negative or positive)

Escape: Avoid tasks, environment, or people

Access: Obtain desired activities or items (includes denied access)

Sensory: Behavior feels good or helps regulate

EXAMPLES

Attention: Repeatedly yelled for teacher

Escape: Ripped up math worksheets

Access: Running to the playground unprompted

Sensory: Humming loudly during quiet time

STRATEGIES

Attention: Use planned ignoring + teach raise hand

Escape: Offer visual schedule + modified task

Access: Reinforce waiting + use token board

Sensory: Provide headphones or fidgets

Understanding why a student is engaging in a behavior:

- Helps us teach replacement behaviors that serve the same need in a more appropriate way.
- Prevents us from unintentionally reinforcing the behavior.
- Allows us to individualize supports rather than using a one-size-fits-all approach.

****Think of it like solving a puzzle — we can't fix the problem until we understand the picture.

We have A LOT of online Parenting Classes! If interested, please email jhunt@mjuds.k12.ca.us and a link will be sent to you!

 Conscious Discipline®	Method + Research	Professional Development
--	-------------------	--------------------------

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

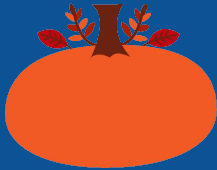
- Handling Upset: The Adult-First Mindset
- Understanding Trauma
- Building Resilient Schools & Homes
- SEL Foundations and Resiliency in Infants and Toddlers
- Powers of Resilience- SEL for Adults

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!



Next Meeting

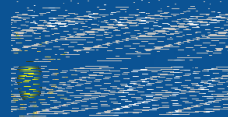
Friday



16th

8:30am-9:30am

Meeting Ideas?



Contact us at: preschool@mjuds.com

Or

wwilson@mjuds.k12.ca.us