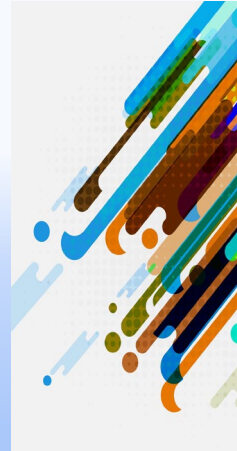


**Clovis Unified School
District Special Education
Community Advisory Committee
(CAC)**

**Continuum of Services
2024-2025**



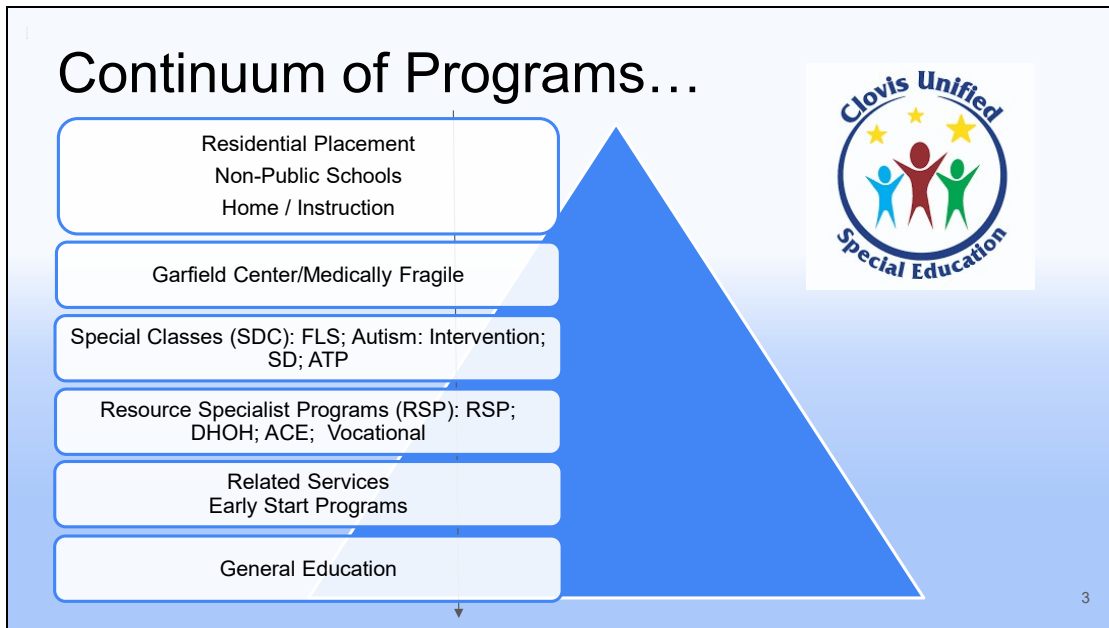


Who are we?

- Clovis Unified is a single-district SELPA (Special Education Local Plan Area).
- 5200+ eligible students with an Individual Education Program (IEP) or an Individual Family Service Plan (IFSP)
- 1500+ SPED Educators, Paraprofessionals and Related Support Teams

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- The Local Plan requires that all Local Education Agencies (LEA) (AKA School Districts) and County Offices of Education develop a regional special education service delivery system to determine how Special Education services will be delivered. A region might be a group of many small districts or a large single district, but each region must be of sufficient size and scope to provide the full continuum of services for children and youth residing within the region boundaries.
- SELPAs are charged with facilitating high quality education programs and services for students with special needs and provide training for parents, community, and educators.
- We serve students from birth to 22 years of age.



Within the Clovis Unified SELPA, we provided the vast majority of placements and services for our students with special needs.

Early Intervention:



- Children ages 0-3 years with Developmental Delays, or at risk for having a developmental disability, who qualify for Early Start Services through Central Valley Regional Center (CVRC) and live within CUSD boundaries, are eligible to receive early intervention through the Clovis Infant Toddler Intervention program (CITI kids).
- They receive home-based and center-based services from a multidisciplinary team.
- Children with a Solely Low Incidence disability: Deaf/Hard of Hearing (DHH), Visual Impairment (VI) or Orthopedic Impairment (OI) may be eligible to receive early intervention services from the CITI Kids Team without being clients of CVRC.

Resource Specialist Program (RSP):



The Resource Specialist Program (RSP) provides specialized services at elementary and secondary levels. Services are designed to accommodate students with special needs who are capable of meeting the state and district approved standards for graduation with a diploma.

The Resource Specialist Program includes both push-in and pull-out service models to support students with diverse learning needs. Push-in services involve special education teachers or specialists working alongside general education teachers within the regular classroom setting, providing targeted support without removing students from their peers. During pull-out services students are removed from the general education classroom to a separate setting designed for small-group or one-on-one instruction to focus on specific skills.

RSP: Direct Instruction

RSP Direct Instruction (DI) - provides specially designed instruction during the academic block for students at the secondary level who require vocational readiness skills. Upon graduation, students receive a Certificate of Completion for Vocational Competency and Vocational Competency Checklist based on skills mastered from the Employability Skills Frameworks and Common Core.

RSP: Academic Core Essentials (ACE)

- ACE is a direct-instruction diploma-bound program provided at the secondary level. Courses are taught by Special Education teachers, and ACE students are held to the District's identified Essential Standards for the required courses of study which align to the California Education Code minimum set of requirements for graduation from California high schools.
- ACE does not meet the University of California (UC) and the California State University (CSU) systems' minimum set of courses required for admission. However, students will be able to apply for enrollment at a community college and will be eligible to be considered for all financial aid programs.

Students in the ACE courses all have IEPs.

Deaf/Hard of Hearing Program

- Programs housed on Garfield Elementary, Alta Sierra Intermediate, and Buchanan High School campuses
- Diploma and non-diploma pathways
- Programs designed for small group & individualized instruction with language emphasis for students who are deaf or hard of hearing (D/HOH).
- Use of specialized instructional strategies, materials, equipment and/or assistive technology for instruction in the student's preferred communication mode in academic and elective areas, as designated by the IEP.
- True total communication in Sign language, Oral, and Auditory modalities
- Qualified sign language interpreters



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- While our hub of programs is centrally located in the Buchanan Area. Support is provided district wide for students between the ages of birth – 22.
- Generally, for young children, the program emphasizes early intervention, family involvement, and an inclusive environment to develop communication skills. As students progress through elementary and secondary school, they receive individualized education programs (IEPs), tailored support services such as sign language interpreters, speech therapy, and Hearing Assistive Technology (HAT) systems in general education and/or special education classrooms. Social-emotional support fosters confidence and inclusion. The transition to adulthood includes vocational training, higher education support, and independent living skills, to prepare students for life beyond school.
- Use of a multi-modality approach, encompassing auditory, kinesthetic, and visual teaching strategies to teach deaf/hard of hearing children with communicative disabilities
- Many students receive individual and small group therapies in speech, language and auditory.
- Students typically participate in mainstreaming, reverse mainstreaming, and inclusion in general education activities as designated on each IEP.

Special Day Classes (SDC):

CUSD provides Special Day Classes (SDC) for children with special needs.

- Functional Life Skills
- Intensive Autism Intervention
- Severe Disabilities and Extensive Support Needs
- Adult Transition



Special Day Classes (SDC):

- These classes stress functional academics using curriculum that aligns to state standards in programs that are located on various elementary and secondary school campuses throughout the district.
- These programs are designed for small group and individualized instruction for children who represent a wide variety of disabilities and learning needs who would not receive educational benefit from a less restrictive educational placement.
- Students are included in general education activities as designated on each IEP.



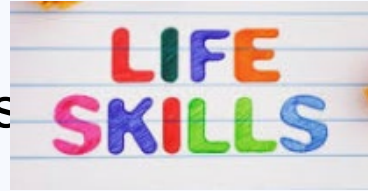
All CUSD SDC programs utilize an interdisciplinary approach in which teachers consult with a variety of service providers to assist in the individualization of each students' programming.



SDC Preschool:

- The Preschool Special Day Class (SDC) Programs are located throughout CUSD.
- Some of the Preschool SDC sites are co-licensed with our State Funded Preschool program which allows our SDC preschoolers maximum time spent with their general education peers in our various inclusion classes.

SDC: Functional Life Skills



- The Functional Life Skills (FLS) Program, is designed for students with disabilities whose educational needs cannot be met through the Clovis Unified School District's general education curriculum framework.
- Students generally present with global learning needs, which includes delays with adaptive skill development.



SDC: Functional Life Skills

- The alternative curriculum includes goals and objectives in the areas of: Daily Living, Personal/Social Skills, Functional Academics, and Occupational Guidance/Prevocational Skills. This pathway leads to Certificate of Completion upon graduation.
- The course of study that follows an alternative path to a diploma will include state-standards based curriculum in VAPA and various areas of academics to include English, Math, Sciences, and History.

At the secondary level, students must complete the minimum number of units required by each high school for graduation, which includes P.E. or a wellness equivalent, and completion of the goals and objectives in the designated areas.

PALS

SDC: Intensive
Autism
Program
Preschool,
Trans-Kinder,
Children



- Program for the Acquisition of Language and Social Skills (PALS) serves children who are preschool through kindergarten age that demonstrate autistic-like behaviors and require intensive school-based interventions.
- Evidenced Based Practices, including Applied Behavioral Analysis (ABA)/ Discrete Trial (DT) teaching techniques and language and social methodologies are employed within these programs.

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- PALS classrooms are located throughout CUSD.
- PALS is supported by a multidisciplinary team of special education teachers, speech-language pathologists, occupational therapists, and school psychologists. The program actively involves parents and guardians, providing resources and training to reinforce skills at home.
- PALS aims to enhance language and communication skills, improve social interactions, and foster independence through social skills training with guided play and group activities.
- Students receive behavioral support using positive reinforcement and visual schedules.
- Generalization of skills is a key component of the PALS program. PALS students have general education mainstreaming opportunities that also foster peer relationships.

SDC: Intensive Autism Program

- The Elementary Intensive Autism Program (EIAP), Intermediate Intensive Autism Program (IIAP), and Adolescent Intensive Autism Program are designed for students who present with autistic-like behaviors and require intensive intervention.
- This program builds on the foundation established in early intervention programs like PALS, focusing on IEPs tailored to each student's unique educational needs. These programs use evidence-based strategies, such as Applied Behavior Analysis (ABA), visual supports, and communication aids to develop language, social, and academic skills.
- Upon completion of the alternative course of study, students will receive either a diploma through an Alternative Pathway or a certificate of completion, based on the IEP.



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- Similar to other programs, our autism programs provide comprehensive support through a multidisciplinary team, including special education teachers, speech-language pathologists, occupational therapists, and school psychologists, based on individual student needs.
- Students are included in general education activities as designated on each IEP.

SDC: Intervention Program

- The Elementary Intervention Program (EIP), Intermediate Intervention Program (IIP), and Adolescent Intervention Program (AIP) is an educationally therapeutic program designed for students whose educational services cannot be provided exclusively within the general education classroom.
- Students require a high level of structure and supervision in a therapeutic milieu to address individual social, emotional and/or behavioral needs.
- Students typically receive instruction from general education curriculum and work to earn a high school diploma; Some may receive a Certificate of Completion.

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Mental Health Clinicians are among the staff who support the students. Students learn coping strategies that help them be successful in general education.

SDC: Therapeutic Intervention Program

- The Therapeutic Intervention Program (TIP) is a therapeutic program designed for students who require a more intensive therapeutic program as they are unable to maintain safety for themselves or others on a comprehensive campus.
- The therapeutic milieu in each program, creates a learning environment focused on academic engagement and the social/emotional/behavioral competencies.
- Students typically receive instruction from general education curriculum and complete coursework to earn high school diploma.

SDC: Severely Disabled Program - Extensive Support Needs



- Students in these programs have significant global delays in all domains. They often have medical needs, so classrooms are also staffed with nursing support.
- These programs utilize an interdisciplinary team approach in which teachers regularly consult with various service providers to assist in the individualization of each student's programming. A variety of teaching strategies are used to develop functional communication and adaptive skills.

- Goals focus on areas such as functional academics, vocational/recreational and leisure skills, community awareness, domestic and adaptive skills, social skills and communication skills.
- Students may earn a Letter of Recommendation, Certificate of Completion, or follow the Alternate Pathway to a Diploma upon completion of their high school experience.

SDC: Garfield Center Medical Therapy Unit (MTU)



- Garfield Center is an educational facility serving CUSD's medically fragile students with severe disabilities from ages 3-22.
- In addition to special education teachers and support staff, LVNs and RNs are an integral component of this program due to the severe health risks and needs of our students.
- Opportunities for interacting with typical peers in a vital component of the program.

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- Support services such as Occupational, Physical, Vision, Deaf/Hard of Hearing, and Language/Speech Therapy are components of the Garfield Center.
- Students at the Garfield Center may earn a Letter of Recommendation or follow the Alternate Pathway to a Diploma upon completion of their high school experience.

Adult Transition Program (ATP)

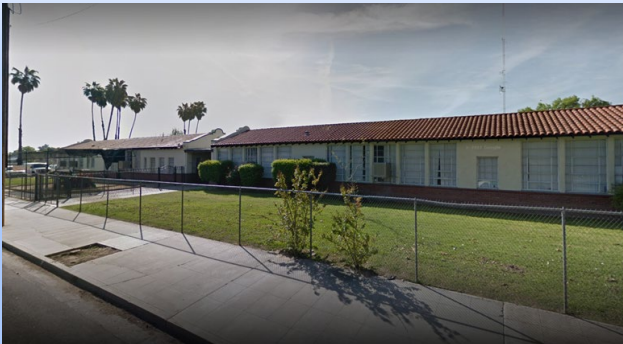


The Adult Transition Program (ATP) provides a continuation of special education services for students 18-22 years of age with an emphasis on skill development to increase the ability to participate safely in the community. Curriculum focuses on functional academics, community access, self-advocacy, daily living skills, and vocational skills. Activities will occur within the classroom and community settings using neighborhood resources.

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Currently, the 3 levels of support available at ATP are Vocational Education, Functional Life Skills and Severely Disabled/Extensive Support Needs. Program placement is based on the student's IEP.


Home Instruction/Hospital, Non-Public School (NPS) & Residential Placement (RTC)



- There are times when a student requires a more restrictive placement than what can be made available on a public-school campus.
- Home/Hospital Instruction is considered when the district receives a doctor's note indicating that the student requires instruction at home. An IEP meeting is held to discuss the request.
- A Non-Public School (NPS) placement considered when district supports and services have been provided with fidelity but remain unsuccessful. These are local non-public schools in the area.
- Residential Treatment Centers (RTC) are located outside our geographical local area. They are located inside and outside of California. Students live at RTCs and receive intensive therapeutic and behavioral services to receive a free, appropriate public education (FAPE). Students are typically in these programs for at least 8 months before returning to CUSD.

Related Services

- Audiologist
- Auditory Therapist
- Itinerant Deaf/Hard of Hearing (D/HOH)
- Physical Therapy (PT)
- Occupational Therapy (OT)
- Speech and Language Therapy (SLP)
- Assistive Technology (AT)
- Adapted Physical Education (APE)
- Psychological Services
- Educationally Related Mental Health Services
- Health & Nursing
- Itinerant Teachers of the Visually Impaired
- Brailist
- Orientation & Mobility (O & M)
- Transportation



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- Audiological services provide the appropriate fit and function of amplification and/or assistive listening devices for students in the academic setting.
- The Auditory Therapist provides auditory training to develop receptive language and listening skills in a one-on-one setting with students who are deaf/hard of hearing. The emphasis is on maximizing a student's residual hearing and the ability to use cochlear implants. Itinerant Deaf & Hard of Hearing Specialists provide support and services in the general education setting to students with hearing loss.
- For children with orthopedic impairments, the educational Physical Therapist (PT) may help plan, implement, and monitor instructional programs addressing the development of gross motor skills, postural adaptations and ability to complete schoolwork. Physical Therapists address the safety of students and school staff by monitoring equipment used by students, and provide training to staff in the proper lifting and physical management skills that involve the safety of both the student and school staff.
- Educationally based Occupational Therapy (OT) addresses the perceptual motor development of the necessary foundational fine motor and sensory skills that children must have in order to access and progress on their IEP.
- Speech and language services are provided at all comprehensive sites. Speech Language Pathologists (SLP) provide quality, educationally-based speech and language services for assessment and treatment of all eligible students. These services may include direct intervention, collaboration, and/or consultation with parents, educational team members, and outside agencies.
- Assistive Technology encompasses equipment and/or services provided district-wide to students who require it to access their educational curriculum. AT equipment ranges from low-tech to high-tech technology and is used by individuals with disabilities to perform functions that might otherwise be difficult or impossible.

Assistive Technology can include mobility devices such as walkers and wheelchairs, supports such as pencil-grips and calculators, hardware, software, and communication systems.

- Adapted Physical Education (APE) addresses the significant delays in locomotor and object control skills, as well as body and spatial awareness that could hinder the student from participating in General Education P.E. Adapted PE specialists provide a continuum of PE services to include: direct instruction PE services (aligned with state PE standards), collaboration or co-teaching with general ed PE instructors, consulting with teachers on adapting or modifying PE activities, or consulting on Specially Designed PE activities with special education teachers.
- School psychologists provide consultation with students and staff regarding school related issues and are part of the school assessment team. They conduct assessments to understand the cause(s) of interfering behaviors; collaborate with the IEP team to address behavior that interferes with a student's learning or the learning of others, and develops and implements a plan that incorporates positive behavior supports and strategies. School Psychologists facilitate support groups for loss and grief, anger management, social skills, coping strategies, etc., and they support in linking students and families with appropriate community resources
- Educationally Related Mental Health services are provided by licensed clinicians, clinical interns, or school psychologists with the intention to help eligible students in the areas of academic achievement and personal and social development. Educationally Related Mental Health services can include helping students in developing self-knowledge, making effective decisions, learning healthy choices, and improving responsibility to attain academic goals, and develop a positive attitude toward learning.
- Health/ Nursing Services include consultation with parents and staff and/or direct monitoring health-related services. The school nurse collaborates with parents and staff to develop emergency procedures and appropriate on-site training for staff.
- For a student who is determined to be blind or partially sighted through an optometrist or ophthalmologist exam, an itinerant teacher of the visually impaired provides access to the curriculum for the VI students through the provision of assistive technology and collaboration with all staff. Students also have access to braille instruction and transcription services to convert materials from print to United English Braille (UEB).
- Orientation and Mobility Specialists instruct students who are visually impaired in the development of skills and knowledge that enable them to travel independently among the campus and community.
- Transportation is a related service on a student's IEP. IEP teams determine if a student requires home-to-school transportation within district boundaries and if that student is not able to access general education transportation due to one of the four reasons described in the Education Code. Clovis Unified uses its own buses to transport eligible students.

**Wow! That's a lot
of information!**

**But, I still have
questions...**



Parent Website Resources

CUSD Website Special Education Page:

<https://www.cusd.com/SpecialEducation.aspx>

Family Resource Center:

<https://www.cusd.com/Parent%20Resources-FamilyResourceCenter.aspx>

Community Advisory Committee (CAC):

<https://www.cusd.com/Community-CommunityAdvisoryCommitteeCAC.aspx>

California Department of Education

<https://www.cde.ca.gov/>

Parent Contact Resources

Who to Contact

Case Manager

Site leader

Program Specialist

Special Education Assistant Director

Special Education Administrator

SELPA Administrator

Parent Document Resources

Procedural Safeguards

Ask the Case Manager or Program Specialist
Search on the CDE website (many languages)

Alternate Dispute Resolution (ADR) Manual

Before, During, and After the IEP

Communication Tips

Resolving Differences

Acronyms

Q & A

More Parent Resources

The Family Resource Center offers:

- Parent-to-parent support and educational information to CUSD families with children ages birth to 22 who have an Individual Education Plan (IEP) or Individual Family Service Plan (IFSP).
- Parent education workshops
- Public awareness and Child Find activities
- Support to families to navigate Special Education, community resources, and Early Start Services
- To develop channels of communication between the district, families, and relevant community agencies



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