

CLOVIS UNIFIED SCHOOL DISTRICT SPECIAL EDUCATION CONTINUUM OF SERVICES

COMMUNITY ADVISORY
COMMITTEE

2023-2024 SCHOOL YEAR

ABOUT CLOVIS UNIFIED SPECIAL EDUCATION LOCAL PLAN AREA

- Clovis Unified is a single-district SELPA (Special Education Local Plan Area).
- There are close to 5,000 students with an Individual Education Program (IEP) or an Individual Family Service Plan (IFSP).
- We serve eligible students living in Clovis Unified from Birth to 22 years.



SERVING OUR STUDENTS FROM BIRTH...

EARLY
INTERVENTION,
PRESCHOOL, &
ELEMENTARY
PROGRAMS











INTERMEDIATE, HIGH SCHOOL, & ADULT PROGRAMS

...THROUGH AGE 22

CONTINUUM OF SERVICES

Residential Placement Non-Public Schools

Home / Instruction

Garfield Center/Medically Fragile

Special Classes (SDC): FLS; Autism: Intervention; SD; ATP

Resource Specialist Programs (RSP): RSP; DHOH; ACE; Vocational

Related Services Early Start Programs

General Education

EARLY INTERVENTION

EARLY INTERVENTION PROGRAM: BIRTH TO THREE

- Children who reside in Clovis Unified that are 0-3 years of age and at risk or demonstrate significant developmental delays are eligible for Early Start Services through Clovis Infant Toddler Intervention (CITI Kids). These children are clients of Central Valley Regional Center (CVRC). Infants and toddlers receive home-based and sometimes center-based services from a multidisciplinary team.
- Children with a Solely Low Incidence
 (SLI) disability; Deaf/Hard of Hearing
 (DHH), Visual Impairment (VI) or
 Orthopedic Impairment (OI) may be
 determined eligible and receive early
 intervention services from the CITI Kids
 Team without being clients of CVRC.

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

DIRECT INSTRUCTION

 RSP Direct Instruction Program (DI) provides specially designed academic instruction during the academic block for students who require intensive academic intervention. Some students receive instruction designed for vocational readiness and will receive a Vocational Competency Certificate at the time of graduation. This program is provided at the secondary level.

ACADEMIC CORE ESSENTIALS (ACE)

- ACE is a direct-instruction diplomabound program. 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's 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.

VOCATIONAL CERTIFICATE PROGRAM

- The Vocational Certificate Program (nondiploma) provides services designed to accommodate students working toward a Vocational Competency Certificate.
- The vocational curriculum, taught by special education staff, focuses on academics that match student abilities and interests as well as providing skills needed for the future. Through this program, students will have the opportunity to develop prevocational and independent skills that will prepare them to be successful, productive and self-sufficient members of their community.
- Upon completion of the Vocational Certificate Program, students will earn a Vocational Competency Certificate and Vocational Competency Checklist based on skills mastered from the Employability Skills
 Frameworks and Common Core.

DEAF/HARD OF HEARING PROGRAM



DEAF/HARD OF HEARING PROGRAM

- The district-wide Deaf/Hard of Hearing Program is housed at Garfield Elementary, Alta Sierra Intermediate, and Buchanan High School. It is designed for small group and individualized instruction with language emphasis for students who are deaf or hard of hearing.
- Specialized instructional strategies, materials, equipment and/or assistive technology are utilized for academic instruction in the student's preferred communication mode and academic level in core academic areas.
 Students receive support in their preferred communication mode in other academic and elective classes as designated by their IEP.

DEAF/HARD OF HEARING PROGRAM

The D/HOH Program includes:

- True total communication in Sign language, Oral, and Auditory modalities
- Use of a multi-modality approach, encompassing auditory, kinesthetic, and visual teaching strategies to teach deaf/hard of hearing children with communicative disabilities
- Individual and small group therapies in speech, language and auditory domains
- Mainstreaming, reverse mainstreaming, and inclusion in general education activities as designated on each IEP
- Qualified sign language interpreters

SPECIAL DAY CLASS (SDC)

FUNCTIONAL SKILLS PROGRAM

SPECIAL DAY CLASS PRESCHOOL

 The Preschool Special Day Class (SDC) Programs serve children with a variety of disabilities that would not receive educational benefit from a less restrictive educational placement. SDC Pre-School 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.

SPECIAL DAY CLASS FUNCTIONAL LIFE SKILLS (FLS)

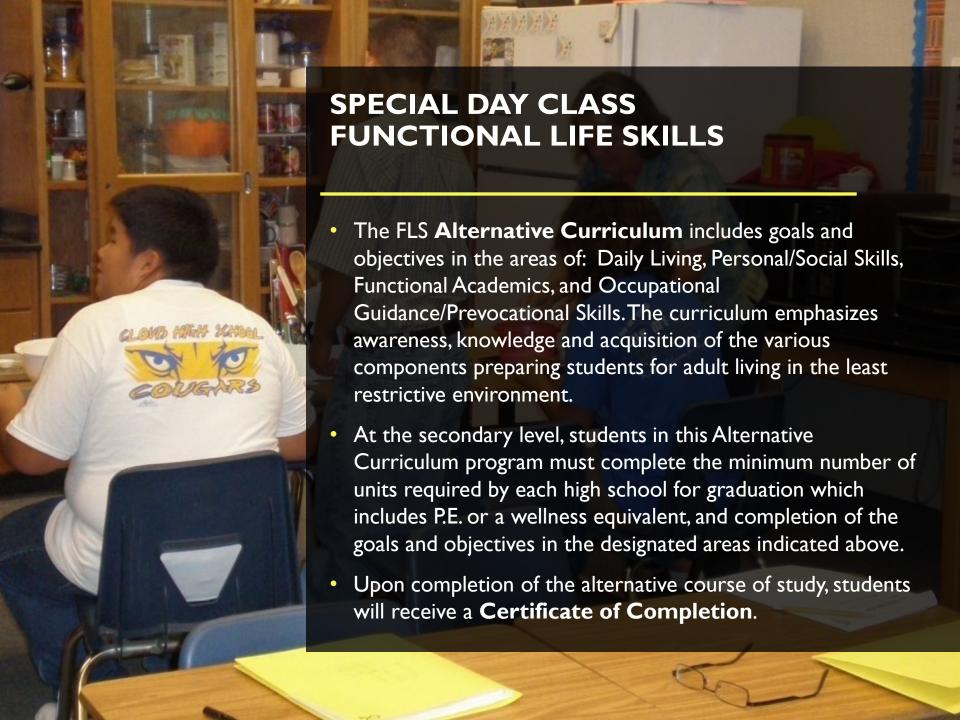
- The Functional Life Skills Program, non-diploma program, is designed for students with disabilities whose educational needs cannot be met through the Clovis Unified School District's general education curriculum framework.
- These classes stress functional academics in programs that are located on various elementary and secondary school campuses throughout the district.



SPECIAL DAY CLASS

FUNCTIONAL LIFE SKILLS

- The Special Day Classes (SDC)
 Functional Life Skills (FLS)
 programs are designed for small group and individualized instruction for children who represent a wide variety of disabilities and learning needs.
- Each student progresses at his/her own rate and the curriculum targets skills necessary for increasing independence.
- Students are included in general education activities as designated on each IEP.



SPECIAL DAY CLASS (SDC)

INTENSIVE AUTISM PROGRAM

SPECIAL DAY CLASS

INTENSIVE AUTISM PROGRAM

PRESCHOOL/ KINDERGARTEN 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. Generalization of skills is a key component of the PALS program. PALS students have general education mainstreaming opportunities as determined by their IEPs. PALS classrooms are located throughout CUSD.

SPECIAL DAY CLASSES

INTENSIVE AUTISM PROGRAM

- The Elementary Intensive Autism Program, Intermediate Intensive Autism Program, and Adolescent Intensive Autism Program are designed for students who present with autistic-like behaviors and require intensive intervention.
- The goals of the program are to increase (based on State Standards) communication, generalized social skills, behavior, and independent "work" typical of preschool, elementary, intermediate, and high school-aged students.
- Students are included in general education activities as designated on each IEP.
- The Intensive Autism Program, is a nondiploma program designed for students with disabilities whose educational needs cannot be met through the Clovis Unified School District's general education curriculum framework.

SPECIAL DAY CLASS (SDC) INTERVENTION PROGRAM

SPECIAL DAY CLASS

INTERVENTION PROGRAM

The Elementary Intervention
Program (EIP), Intermediate
Intervention Program (IIP), and
Adolescent Intervention Program
(AIP) are educationally therapeutic
programs designed for students in the
elementary and secondary grades whose
educational services cannot be provided
exclusively within the general education
classroom.

These students require a high level of structure and supervision in a therapeutic milieu due to social, emotional or behavioral needs.



SPECIAL DAY CLASS

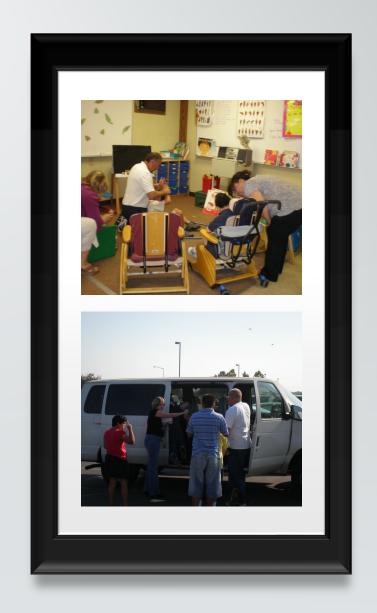
THERAPEUTIC INTERVENTION PROGRAM (TIP)

 The Therapeutic Intervention **Program (TIP)** is a therapeutic program designed for students in elementary through high school grades whose educational services cannot be provided exclusively within the general education classroom. These students require a high level of structure and supervision in an intensive therapeutic milieu due to social, emotional or behavioral needs. These services are not available on the comprehensive school site.

SPECIAL DAY CLASS PROGRAMS FOR STUDENTS WITH SEVERE DISABILITIES & EXTENSIVE SUPPORT NEEDS

SPECIAL DAY CLASSES FOR STUDENTS WITH SEVERE DISABILITIES (SD) & EXTENSIVE SUPPORT NEEDS

- CUSD's Special Day Classes for students with Severe Disabilities (SD) and Extensive Support Needs are located at various elementary and secondary schools throughout the District.
- CUSD also has a program for students ages 18-22 that is located on the Adult School campus.





SPECIAL DAY CLASSES FOR STUDENTS WITH SEVERE DISABILITIES (SD) & EXTENSIVE SUPPORT NEEDS

- A variety of teaching strategies are utilized to develop functional communication and adaptive skills.
- Each student progresses at his/her own rate and the curriculum targets skills necessary for increasing individual independence.
- Students enrolled in the district's SD classes generally have goals that are focus on areas of functional academics, vocational/recreational and leisure skills, community awareness, domestic and adaptive skills, social skills and communication skills.

SPECIAL DAY **CLASSES FOR STUDENTS** WITH **SEVERE DISABILITIES** (SD) & **EXTENSIVE SUPPORT NEEDS**

- All CUSD SD programs utilize an interdisciplinary approach in which teachers consult with a variety of service providers to assist in the individualization of each students' programming.
- Students earn a Letter of Recommendation upon completion of high school.

GARFIELD SPECIAL EDUCATION CENTER

- **Garfield Center** is an educational facility that serves medically fragile students with severe disabilities. Students are 3 to 22 years of age who reside in Clovis Unified.
- In addition to Special Education Teachers and Staff, due to the severe health risks and needs of the students, LVNs and RNs are an integral part of the program.
- Support services such as Occupational, Physical,
 Vision, Deaf/Hard of Hearing, and Speech Therapy
 are components of the Garfield Center.
- Opportunities for interacting with typical peers is a vital component of the program.
- Students at Garfield Center earn a Letter of Recommendation upon completion of their high school experience.

ADULT TRANSITION PROGRAM



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 development of skills to increase the ability to participate safely in the community. Curriculum will focus on functional academics. Activities will take place within the classroom and community settings using neighborhood resources.

RELATED SERVICES



AUDIOLOGIST

 Audiological services provide the appropriate fit and function of amplification and/or assistive listening devices for students in the academic setting. Consultation and support services are provided (per individual IEPs) to the staff for the benefit of the student.

AUDITORY THERAPIST

- The auditory therapist provides auditory training to develop receptive language and listening skills in a one-to-one therapy setting with D/HH children.
- The therapist collaborates directly with teachers and parents to promote audition skills within the classroom and home setting.
- The emphasis is on maximizing a child's residual hearing and the ability to use it (for students with cochlear implants)



ITINERANT DEAF/HARD OF HEARING (D/HOH)

- Itinerant Deaf & Hard of Hearing Specialists provide support and services in the general education setting to students with hearing loss.
- Providers also support team members working with deaf & hard of hearing students who require additional specialized services. The IEP team determines the appropriate amount of support and/or direct instruction that will be provided within the general education setting.



OF THE VISUALLY IMPAIRED (TVI)

- 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.
- The teacher of the VI provides direct services, braille instruction, or consultation services as determined by the individual IEP.



BRAILLIST



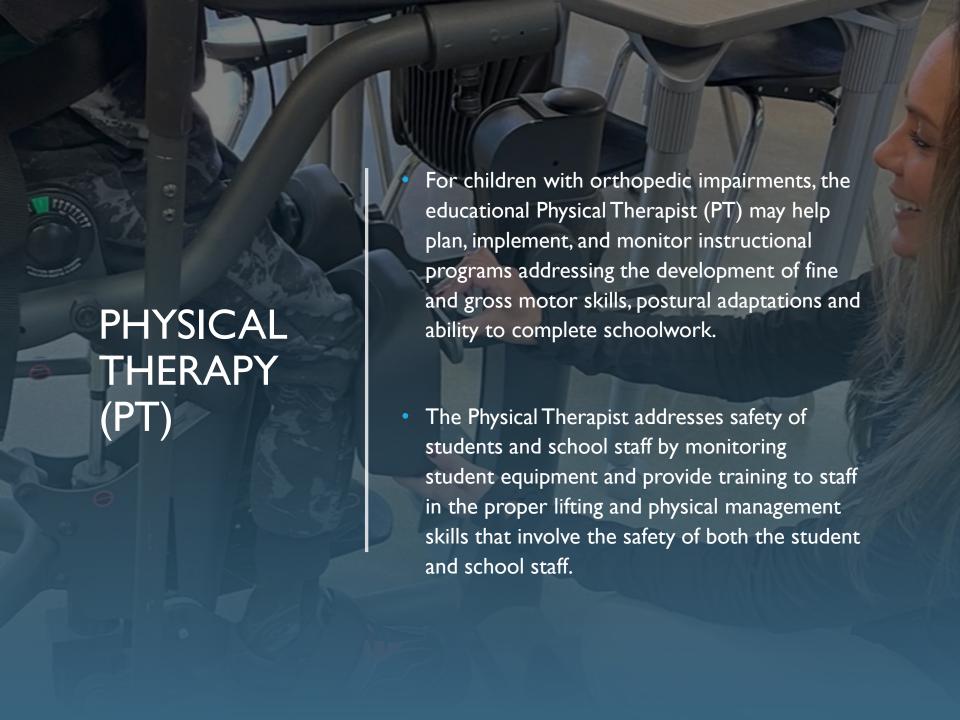
- Our CUSD Braillists provides a transcription service to our students who are blind/visually impaired to convert materials from print to United English Braille (UEB).
- Braille services may include production of braille textbooks, homework, quizzes, tests, worksheets, or other documents necessary for instruction in all subject areas.

ORIENTATION & MOBILITY (O&M)

 Orientation and Mobility specialists instruct students who are visually impaired in the development of skills and knowledge that enable them to travel independently to the highest degree possible, based on assessed needs and the student's IEP.









OCCUPATIONAL THERAPY (OT)

Educationally based
 Occupational Therapy (OT)
 addresses the perceptual, fine
 motor development of the
 necessary foundational skills
 that children must have in
 order to access and progress
 in their Individualized
 Education Program.

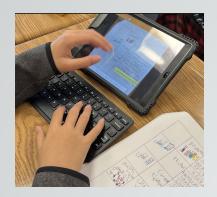
ADAPTED PHYSICAL EDUCATION (APE)

- Adapted Physical Education (APE) addresses significant delays in locomotor abilities, object control skills, and body/spacial awareness that could prevent a student from full participation in General Education P.E.
- Adapted PE specialists provide a continuum of Physical Education (PE) services. These may include direct instruction PE services (aligned with state PE standards), collaborative or coteaching with general ed PE instructor, consultation with teachers on adapting or modifying PE activities, or consultation on Specially Designed PE activities with special education teachers.



LANGUAGE & SPEECH

Speech and language services are provided at all comprehensive sites. Speech Language Pathologists 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 (AT)

- Assistive Technology encompasses equipment and/or services provided district-wide to students who require it in order to access their educational curriculum.
- AT equipment ranges from low-tech to high-tech technology and is used by individuals with disabilities in order to perform functions that might otherwise be difficult or impossible.
- Assistive Technology can include mobility devices such as walkers and wheelchairs, supports such as pencilgrips and calculators, hardware, software, and communication systems.

SCHOOL PSYCHOLOGY

School
psychologists
provide
consultation with
students and staff
regarding school
related issues and
are part of the
school assessment
team.

School
psychologists may
also facilitate
support groups for
loss and grief, anger
management, social
skills, coping
strategies, etc.

They are also available to support in linking students and families with appropriate community resources.

BEHAVIOR INTERVENTION

School psychologists, the Behavior Consultation Team (BCT), and Behavioral Services collaborate with the IEP team to address behavior that interferes with a student's learning or the learning of others.

Assessment is conducted in order to understand the cause(s) of interfering behaviors. The IEP team develops and implements a plan that incorporates positive behavior supports and strategies.

EDUCATIONALLY RELATED MENTAL HEALTH

- 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 in order to attain academic goals, and develop a positive attitude toward learning.

HEALTH/NURSING

- Health/ Nursing Services include consultation with parents and staff and/or direct monitoring health-related services as specified by the student's individual IEP.
- The school nurse collaborates with parents and staff to develop emergency procedures and appropriate on-site training for staff.





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 the Gen. Ed. Transportation due to one of the four following reasons:

- Orthopedic impairments
- Severe emotional disturbance or serious medical needs
- Severe developmental delays
- Appropriate programs unavailable at home school

Clovis Unified uses its own buses to transport eligible students.

FAMILY RESOURCE CENTER (FRC)

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).
- Sponsors parent education workshops
- Participates in public awareness and Child Find activities
- Helps families navigate Special Education & community resources
- Develops channels of communication between the District, families, and relevant community agencies

THANKYOU