



GOVERNING BOARD SPECIAL MEETING
February 19, 2025

Professional Development Building, Conference Room 4
1680 David E Cook Way, Clovis, California

4:00 PM - PUBLIC SESSION

Members of the public who wish to provide public comments must do so in-person during the Board meeting. **Please complete and submit a Public Comment Form before the start of the Public Session on the day of the meeting.** The Public Comment Form is available outside the Board meeting room on the day of the meeting. During the meeting, speakers who have requested to address the Board will be called to do so. Comments on items that are on the agenda are to be made when the item is called by the Board President. Comments on matters that are not on the agenda are to be made during the Public Presentations. Pursuant to Board Bylaw No. 9323, each speaker generally has up to 2 minutes to speak. The Board President may adjust the time allotted for each speaker and limit the total time for public comment. No speaker may yield his or her time to another speaker.

<https://www.cusd.com/board-agendas-meetings-archives>

Special Meeting AGENDA

In compliance with the Americans with Disabilities Act, if you need special assistance to access the Board meeting room or to otherwise participate at this meeting, including auxiliary aids or services, please contact the Superintendent's Office at 327-9100. Notification at least 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting.

Public records relating to an open session agenda item of a regular meeting that are distributed within 72 hours prior to the meeting will be available for public inspection at the District Office, 1450 Herndon Avenue, Clovis, California.

An invocation may be held prior to the start of the Board meeting. Attendance during and participation in the invocation are optional and voluntary. No students, parents, members of the public, Board members, student Board representative, or employees are required to attend or participate in the invocation.

A. CALL TO ORDER

B. ROLL CALL

C. ADOPTION OF AGENDA

D. WORKSHOP

1. Special Education Department Workshop

E. ADJOURNMENT

CUSD Board Agenda Item

Agenda Item: D 1

Title: Special Education Department Workshop

CONTACT: Norm Anderson

FOR INFORMATION:

FOR ACTION: February 19, 2025

RECOMMENDATION:

DISCUSSION:

FISCAL IMPACT:

REVISIONS:

ATTACHMENTS:

Description

Upload Date

[24-25SpecialEducationBoardWorkshopBooklet.pdf](#)

02-20-2025

[SpecialEducationBoardWorkshopPowerPoint--resized.pdf](#)

02-26-2025



Special Education Board Workshop 2024-2025



Acronyms Common to Special Education

Common SPED Law Acronyms

ADA- American Disabilities Act

IDEA- Individuals with Disabilities Education Act

IFSP- Individualized Family Service Plan (Birth to age 3)

IEP- Individualized Education Program (age 3-22 years)

IEE- Individualized Educational Evaluation

FAPE- Free and Appropriate Public Education

LRE- Least Restrictive Environment

LEA- Local Education Agency

OAH- Office of Administrative Hearings

DNQ- Does not qualify

MD- Manifestation Determination

ITP- Individualized Transition Plan

SPED Services and Programs (In order from least restrictive to most).

ESY- Extended School Year (Special Education Summer School)

SAI- Specialized Academic Instruction (Academic support through push-in or pull-out delivery)

CITI KIDS- Clovis Infant Toddler Intervention

RSP- Resource Specialist Program

DI- Direct Instruction (Middle School Voc Ed program)

ACE- Academic Core Essentials (High School Diploma Track)

Voc Ed- Vocational Rehabilitation (High School)

SDC- Special Day Class (FLS, Autism, Intervention, SD)

FLS- Functional Life Skills

EIP- Elementary Intervention Program

IIP- Intermediate Intervention Program

AIP- Adolescent Intervention Program

PALS- Program for the Acquisition of Language and Socialization (Preschool)

EIAP- Elementary Intensive Autism Program

SIAP- Secondary Intensive Autism Program

SD- Severely Disabled

TIP- Therapeutic Intervention Program (located off comprehensive site)

ATP- Adult Transition Program

NPS- Nonpublic School

RTC- Residential Treatment Center

HH- Home Hospital

HI- Home Instruction

Special Education Supports and Providers

AT/AAC- Assistive Technology or Augmentative Alternative Communication

RS/DIS- Related Services (Psych, Speech, OT, PT, VI, DHOH, O&M)

ERMHS- Educational Related Mental Health Services

OT- Occupational Therapy

APE- Adaptive Physical Education

PT- Physical Therapist

DHOH- Deaf/Hard of Hearing

VI- Visually Impairment Teacher

O&M - Orientation and Mobility Teacher

Behavior/Social Emotional Supports

FBA - Functional Behavior Assessment

BIP- Behavior Intervention Plan (Created after an FBA)

EBI/EMP- Evidence Based Interventions/Evidence Based Practices

BSP - Behavior Support Plan

ABA- Applied Behavior Analysis

BCBA- Board Certified Behavior Analyst

SEL - Social Emotional Learning

CUSD Teams and District Specific Terms

BCT- Behavior Consultation Team

PACT- Preschool Assessment and Consultation Team

SCIA- Special Circumstance Independence Assessment

SCIF- Special Circumstance Independence Facilitator (1:1)

BER - Behavior Emergency Report (completed after a restraint)

Categories of Eligibility

ASD- Autism Spectrum Disorder (Medical/Clinical Model)

ED - Emotional Disability

DB-Deaf/Blindness

Deafness

ID- Intellectual Disabilities

OHI - Other Health Impairment

OI- Orthopedic Impairment

HI- Hearing Impairment

MD-Multiple Disabilities

SLD- Specific Learning Disability

SLI- Speech Language Impairment

TBI- Traumatic Brain Injury

VI- Visual Impairment

Others

ADR- Alternate Dispute Resolution

CVRC- Central Valley Regional Center

MTSS- Multi-Tiered Systems of Support

SELPA – Special Education Local Plan Area (we are Region 7)

Continuum of Programs

Residential Placement



Non Public School
Home Instruction

The Garfield Center



Special Day Class

Functional Life Skills, Autism, Intervention,

Severely Disabled, Adult Transition Program

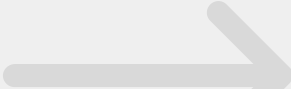


Resource Specialist Program (RSP)



RSP Deaf Hard of Hearing,
Academic Core Essentials (ACE), Vocational

Early Start/ Support Services



least restrictive to more restrictive

Early Start Services

Serves children birth to 3 years old

- Children ages 0-3 years with developmental delays, or at risk for having a Developmental Disability
- Qualify for Early Start Services through Central Valley Regional Center (CVRC)
- Live within CUSD boundaries
- They receive home-based and center-based services from a multidisciplinary team
- Children with 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 Programs

Our Resource Specialist Programs (**RSP**) provide specialized services from Preschool through Adult School.

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.

Elementary: Students receive services through push in or pull out services

- At every school site (diploma track)
 - Specialized RSP for DHOH is at Garfield
 - Specialized RSP for VI is at Mountain View

Intermediate: Students receive services through push in or pull out services

- At every school site (diploma track)
 - Specialized RSP for DHOH is at Alta Sierra
 - Specialized RSP for VI is at Granite Ridge
 - Direct Instruction (DI)
 - Specialized instruction that modifies core curriculum

High School: Students receive services through push in or pull out services

- At every school site (diploma track)
 - Specialized RSP for DHOH is at Buchanan High School
 - Specialized RSP for VI is at Clovis North High School
 - Academic Core Essentials (ACE)
 - Direct Instruction diploma bound
 - Essential standards are taught by Special Education Teachers
 - Minimum requirements met to graduate (California requirements)



Special Day Class



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.

Functional Life Skills:

- Preschool - 12th grade
- Students may present with global learning needs
- Students educational needs cannot be met through general education
- Students participate in general education as designed by their IEP
- Students will receive a Certificate of Completion



Intensive Autism:

Preschool:

- PALS (Program for the Acquisition of Language and Social Skills) serves children 3 years of age through Kinder that require intensive school based interventions (ABA, Discrete Trial (DT)).
Certificate of Completion

Elementary:

- EIAP (Elementary Intensive Autism Program) serves our elementary students that require intensive school based intervention. *Certificate of Completion*

Intermediate:

- IIAP (Intermediate Intensive Autism Program) serves our 7th & 8th grade students that require intensive school based intervention. *Certificate of Completion*

High School:

- AIAP (Adolescent Intensive Autism Program) serves our high school 9-12 grade students that require intensive school based intervention. *Certificate of Completion*

Special Day Class con't



Intervention Programs:

Elementary:

- EIP (Elementary Intervention Program) serves our elementary students that require a high level of structure and supervision in a therapeutic milieu to address individual social, emotional and/or behavioral needs. *Diploma track*

Intermediate:

- IIP (Intermediate Intervention Program) serves our 7th & 8th grade students that require a high level of structure and supervision in a therapeutic milieu to address individual social, emotional and/or behavioral needs. *Diploma track*

High School:

- AIP (Adolescent Intervention Program) serves our high school grades 9-12 students that require a high level of structure and supervision in a therapeutic setting to address individual social, emotional and/or behavioral needs. *Diploma track*



Severe Disabilities and Extensive Support Needs:

- Preschool - 12th grade
- Students may present with *significant* global learning needs
- Students educational needs cannot be met through general education and there is regular consultation with a variety of service providers to support student unique needs
- Students participate in general education as designed by their IEP
- Certificate of Completion

Adult Transition:

- Serves students 18-22 years of age
- Emphasis on skill development
- Curriculum focuses on functional academics, community access, self-advocacy, daily living skills and vocational skills

The Garfield Center

Garfield Center is an educational facility serving CUSD's medically fragile students with severe disabilities.

- Students are 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 is a vital component of the program
- Student at the Garfield Center may earn a Letter of Recommendation or follow the Alternate Pathway to Diploma upon completion of their high school experience



Home Instruction/Hospital Non Public Schools Residential Treatment Centers

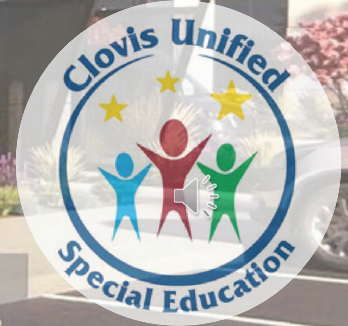
There are times when a student requires a more restrictive placement than what can be made available on a public school campus.

- 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 is considered when district supports and services have been provided with fidelity but remain unsuccessful. There 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



Special Education Board Workshop 2024-2025

SPECIAL EDUCATION ADMINISTRATION BUILDING





1997 Clovis Unified School District became a single SELPA

13% Students in Clovis Unified receive special education services

\$3.6 M MYP

Special Education

Special Education is a type of instruction that is tailored to meet the needs of children with disabilities.

Special Education is a *service* not a place





Introduction to Special Education

The intersection of the SELPA and
impact on student access under
IDEA and ADA



CUSD Special Education Local Plan Area (SELPA)

California is one of only a few states in the U.S. that utilizes intermediary agencies in the provision of special education.

California is the only state that legally requires the formation and maintenance of SELPAs.

CUSD is 1 of 134 SELPAs.



SELPAs are the regional structure created in state law for the assurance of the provision of special education and related services to students with disabilities in California.

Individuals with Disabilities Act & American Disabilities Act



1973

Federal Law Enacted

Section 504 of the
Rehabilitation Act of 1973; First
civil rights law

1975

Federal Law enacted

Education of all Handicapped
Children Act of 1975 (PL94-142)

1990

Law Renamed

Individuals with Disabilities
Education Act (IDEA)

2004

Revised and Renamed

Individuals with Disabilities
Education Improvement Act
(IDEiA)



IDEA & The Impact on CUSD

Basic Tenants of IDEA



Child Find

Child find is an obligation under both Section 504 and IDEA.



Free, Appropriate Public Education (FAPE)

Guarantees children with disabilities the right to a free, public education.



Least Restrictive Environment (LRE)

LRE prevents segregation from typical peers.

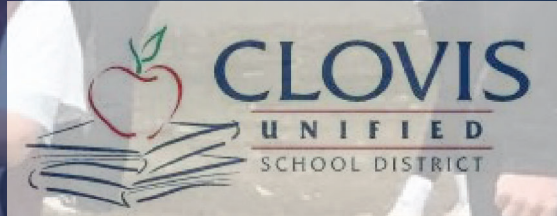


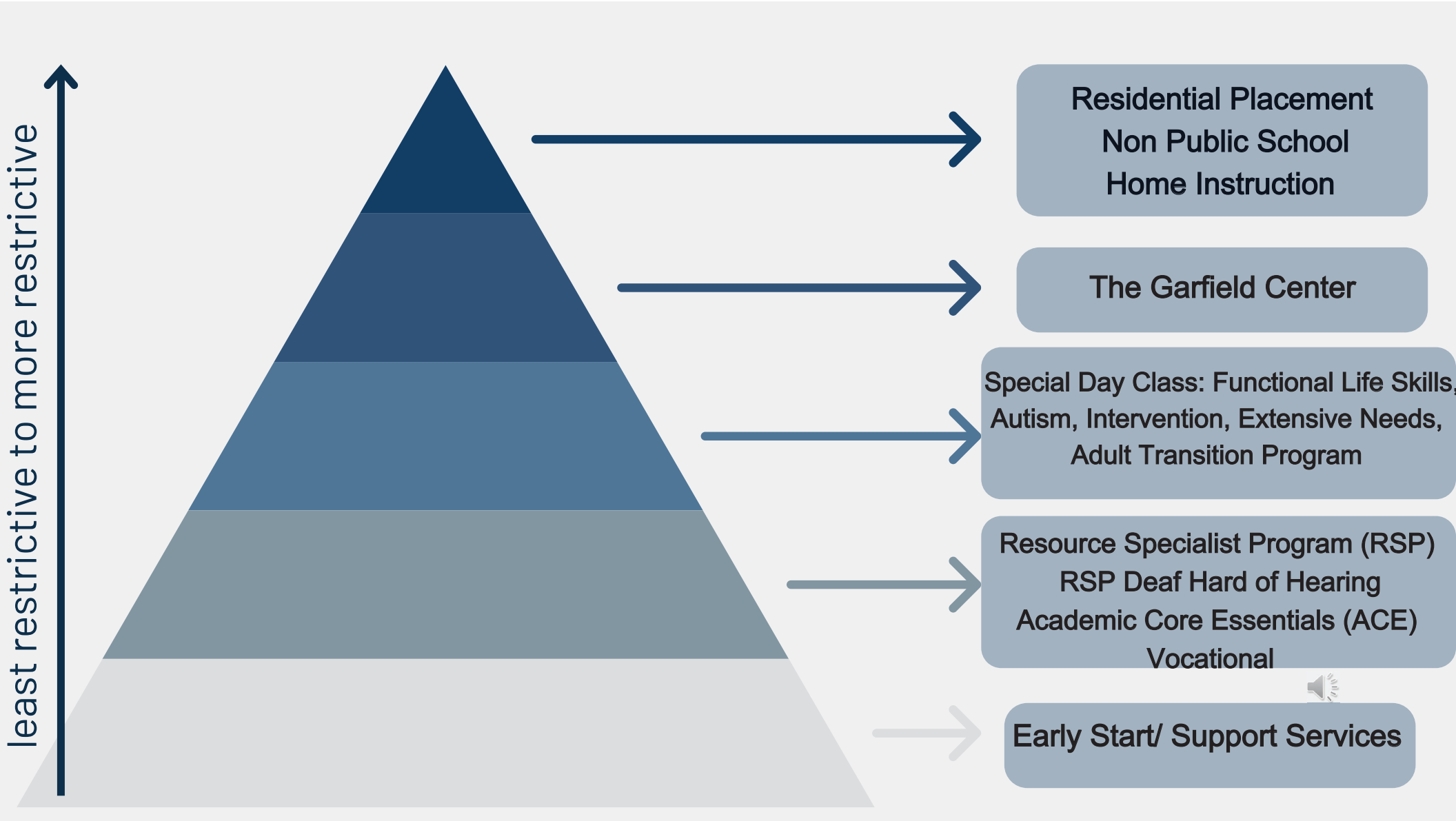
Due Process

Under the IDEA, parents/guardians must consent to an IEP.



Continuum of Programs

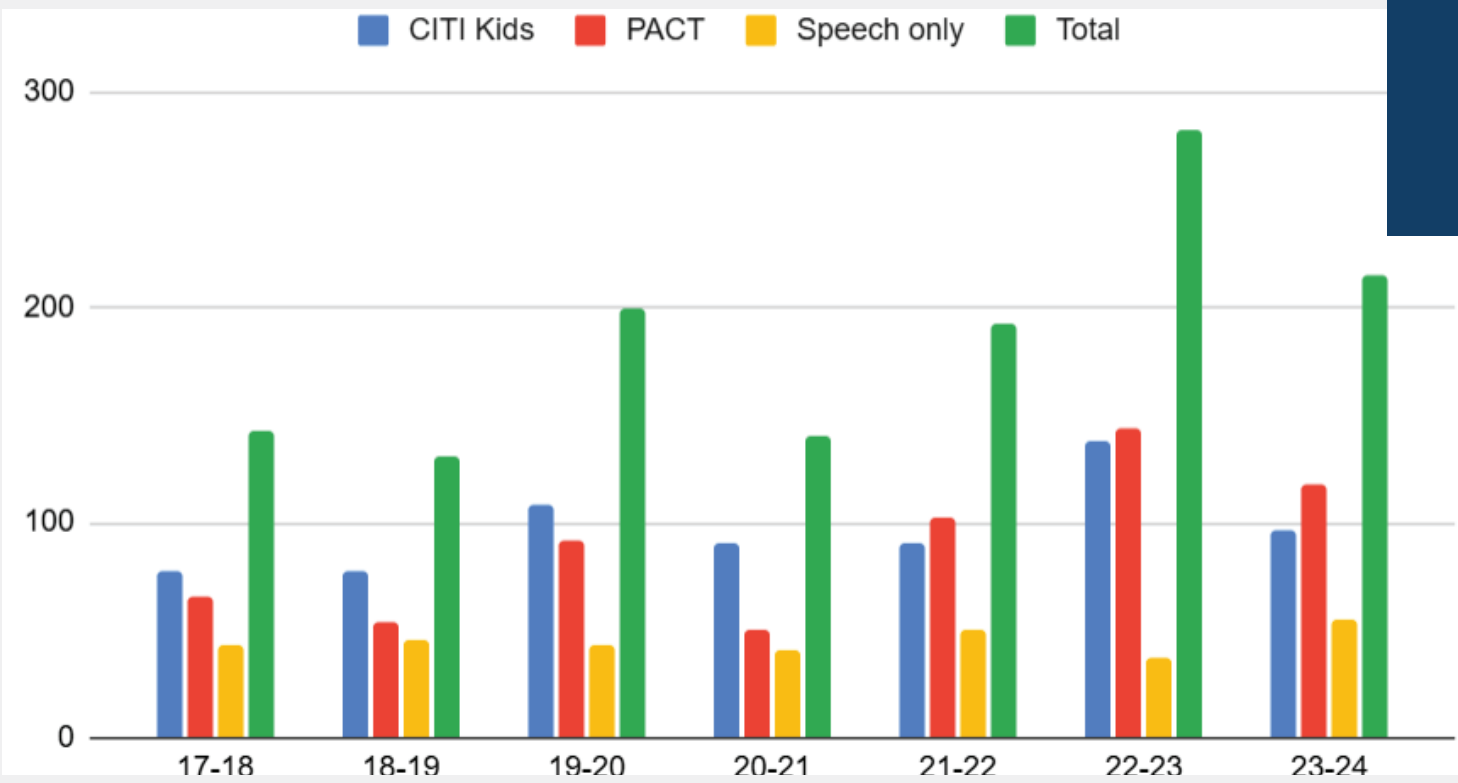




Early Start Services



Total # of Assessments



Related Service Providers and Educational Specialists



Adapted Physical Education

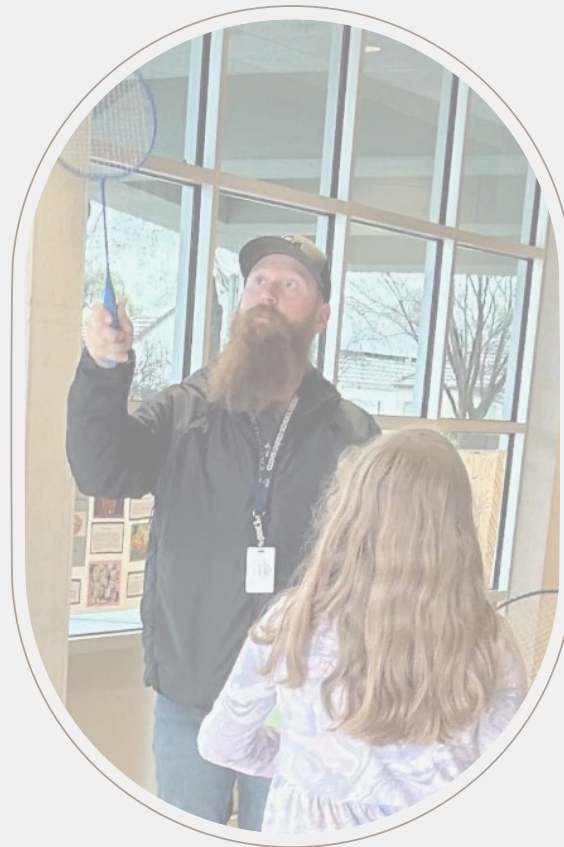
Responsible for delivering an appropriate physical education plan to students with disabilities.

A.

Assessing and identifying individual needs as required under IDEA.

B.


Collaborating and/or consulting with other service providers to facilitate the exchange of ideas to best meet student needs.



C.

Provide high quality direct, collaborative, and/or consultative adapted physical education to students with disabilities.

D.

Maximize student skill development and cultivate a desire to lead an active, healthy, and productive lifestyle. 

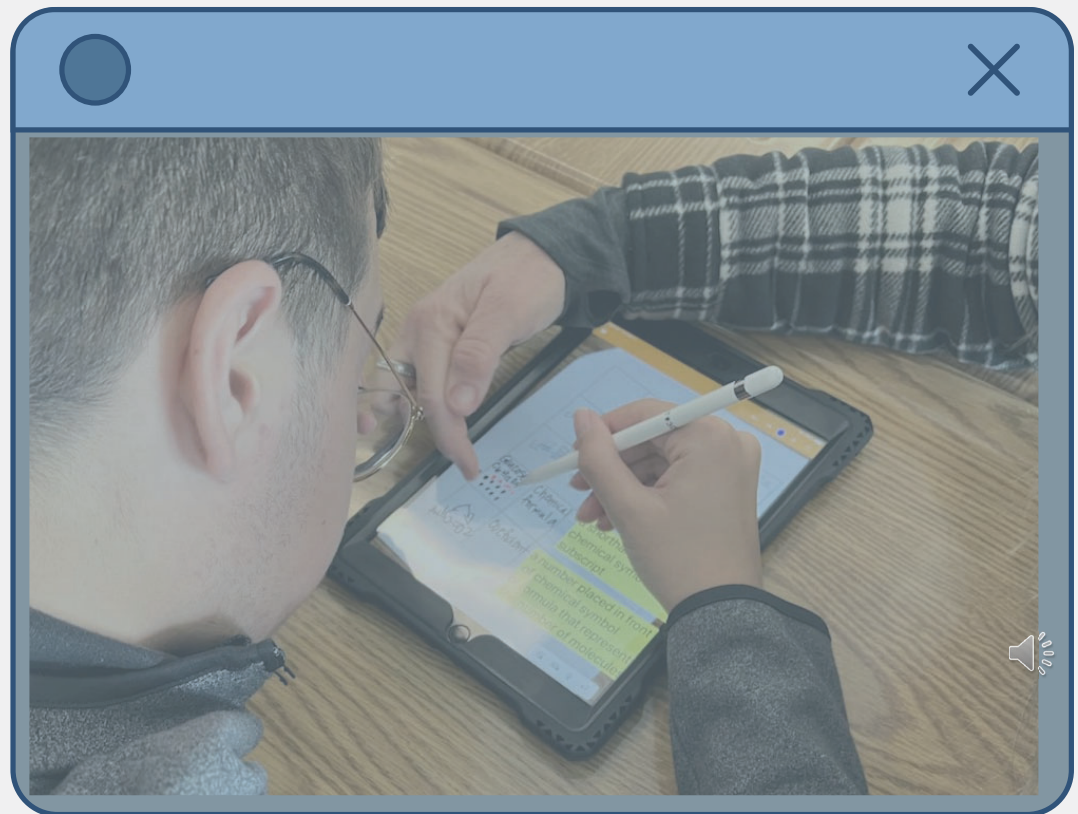
Assistive Technology

Responsible for supporting a student's participation in learning and working towards becoming independent learners.

Products, equipment, software, system that is used to increase, maintain, or improve the functional capabilities of a student with a disability

Assistive technology can be low- or high-tech.

These may include tools such as iPads, laptops, wheelchair mounts, adaptive scissors, text-to-speech, word prediction, and much more.



Deaf/Hard of Hearing

Responsible for supporting students with hearing loss to foster growth and access their communities.

Audiologist



- Monitor personal hearing instruments
- Recommend, fit, manage and provide training for hearing assistance technology
- Advocate, provide, and recommend support services and resources on behalf of students and their neural, balance, and hearing systems

Auditory
Therapist



- Assists deaf students process and understand auditory information.
- Works in a developmental progression to teach the brain to process and understand auditory information.

Interpreters



- Assists deaf students who use sign language communicate with others and access the language presented by teachers in the classroom.
- “Voice” for students.

Itinerant
Teachers



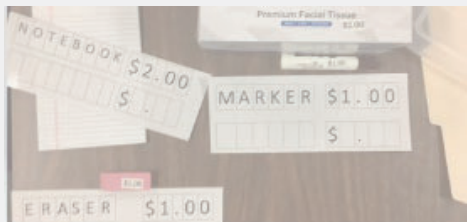
- Currently serving students across 30 school sites from TK-Adult School
- Collaborate with programs to provide students support academically as well as teaching students self-advocacy skills.

Occupational Therapy

Responsible for using meaningful activities (occupations) to help students access learning opportunities.

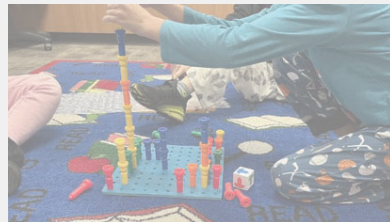
Academics

Access to curriculum,
learning opportunities,
UDL



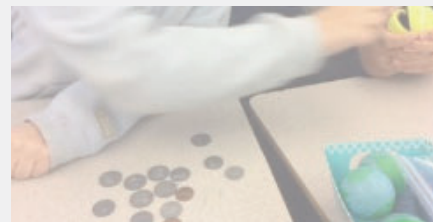
Play &
Leisure

Support student success with
peers in general and special
education environments.



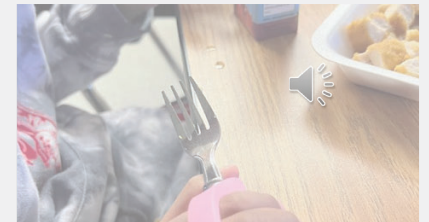
Social
Participation

Participation in school
routines while promoting
independence.



Self-Care
Skills

Activities of Daily
Living



A person wearing a dark blue jacket and black pants is sitting in a wheelchair on a paved path. They are using a white cane with an orange handle. The wheelchair has a yellow and red seat. The background shows a grassy area and a concrete curb.

Orientation and Mobility

Responsible for teaching students with visual impairments to travel safely, confidently, and independently in their environment.

Focus on students with vision loss - blind, low vision, or who have functional visual limitations travel safely, confidently, and independently in their environment

Orthopedic Impairment

Responsible for providing adaptations to the environment because of neuromotor impairments, degenerative disease, or musculoskeletal disorders.



Focus on student's mobility to move independently, considerations for equipment for large and small muscle coordination including but not limited to: braces, wheelchairs, walkers, and provide considerations of the unique needs of the student, curriculum, and other instructional materials.



Physical Therapy

Responsible for promoting student participation being mindful of how the body functions and moves.



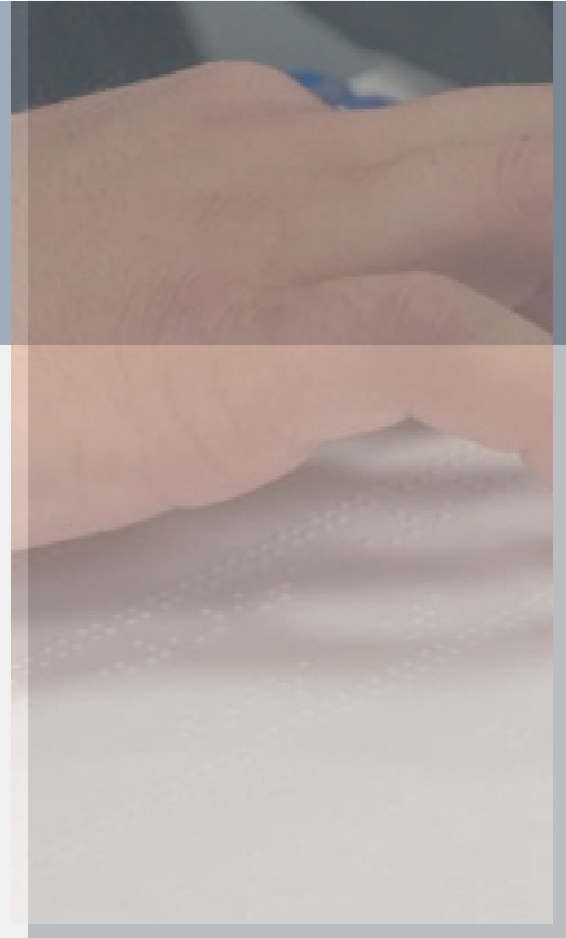
- Assists physical participation
- Access environments
 - Classrooms
 - Restrooms
 - Cafeterias
 - Playground
- Teaches the use of techniques that **correct** , **facilitate** , or **adapt** the child's functional performance in:
 - Motor control and coordination
 - Posture and balance
 - Functional mobility
 - Activities of daily living
 - Use of adaptive equipment



Teachers of the Visually Impaired

Responsible for providing vision-related instruction and services to meet the needs of students with vision loss.

- Braille
- Collaboration with classroom teachers
- Adapt materials
 - Large print materials
 - Tactile and kinesthetic learning (i.e., raised lined paper)
- Recommend equipment
- Environmental Considerations
 - Seating
 - Lighting (i.e., task lighting, faced away from windows)
 - Eliminate clutter
- Other Support Roles
 - Braille transcribers



Speech & Language Therapy

Responsible for supporting students whose speech impairments affect their ability to perform in the educational environment through delays in communication, social activities, and language.

Speech Sounds

Ability to speak clearly while producing accurate sounds
Intelligibility - How much do you understand when a student is speaking?

Language

Understanding spoken language (receptive)
Expressing thoughts to others (expressive)

Social Communication

Understanding social framework
Challenges with social interactions
Social pragmatics

Stuttering & Voice

Stuttering: Challenges with speaking "smoothly"
Vocal quality
Vocal pathology



School Psychologists

Responsible for supporting student's abilities to learn by applying expertise in mental health, learning, and behavior, to help students succeed academically, socially, behaviorally, and emotionally.

Improve Academic Achievement

- Promote student motivation and engagement
- Conduct psycho-educational assessments
- Individualize instruction and interventions
- Assist with student and classroom behavior

Promote Positive Behavior and Mental Health

- Assess student emotional and behavioral needs
- Promote problem solving and conflict resolution
- Reinforce positive coping skills and resilience
- Promote positive peer relationships and social problem solving

Support Diverse Learners

- Assess diverse learning needs
- Provide culturally responsive services to students and families
- Contribute to the planning of an appropriate IEP
- Adjust environments and routines to improve student engagement and learning

Create Safe, Positive School Climate

- Support social emotional learning
- Implement school wide positive behavioral supports
- Identify at-risk students and school vulnerabilities
- Provide crisis prevention and intervention services

Educational Mental Health Associates

Established in CUSD in 2011

- 3 therapists providing services to Intervention Programs Only (2 elementary, 1 middle school and 1 high school program)

In 2020

260 students with IEPs served elementary to high school.

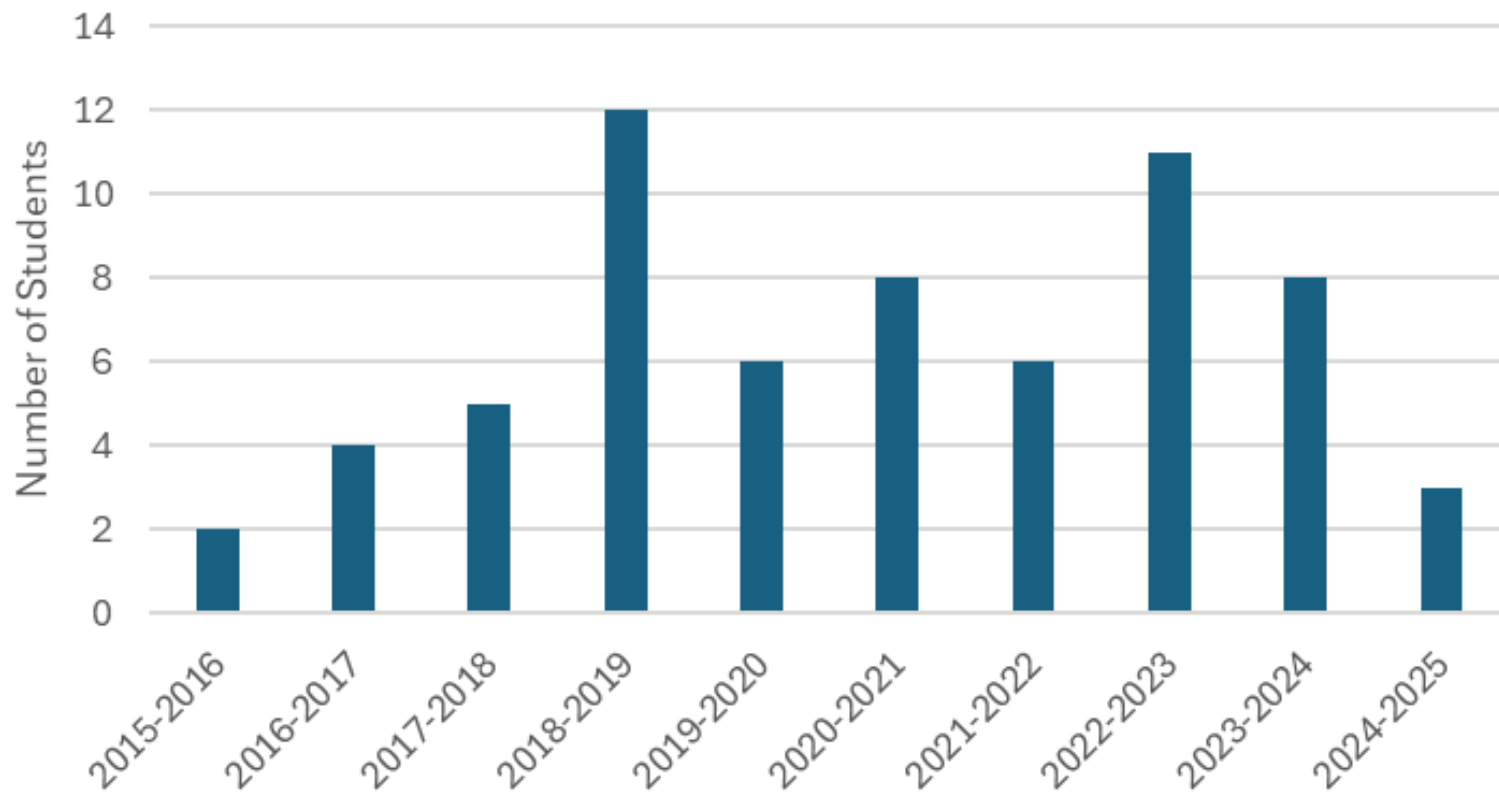


Today

- 17 contracted licensed therapists
- 7 clinical Clovis Unified School District associates

Serving 380 students in elementary to high school, RSP and intervention programs (9 elementary, 5 intermediate, 8 high school) and 4 classrooms at Therapeutic Intervention Program (TIP)

Therapeutic Behavior Services by JDT



Partnership with Behavioral Interventions, Coaching, and Consultation (BICC)

Our district has partnered with BICC for expertise in addressing intense behaviors and developing effective solutions.

Impact on CUSD



- BICC has assisted our teams in:
- Creating tailored plans to help students access their education
- Reducing behaviors that impede learning

Methods of Support



- Training for Staff:
 - Area-specific training sessions
- On-Site Visits:
 - BICC recommendations to enhance programs and student supports
 - In-person coaching with real time feedback
- Consultation and Collaboration:
 - Support for specific cases to ensure effective interventions

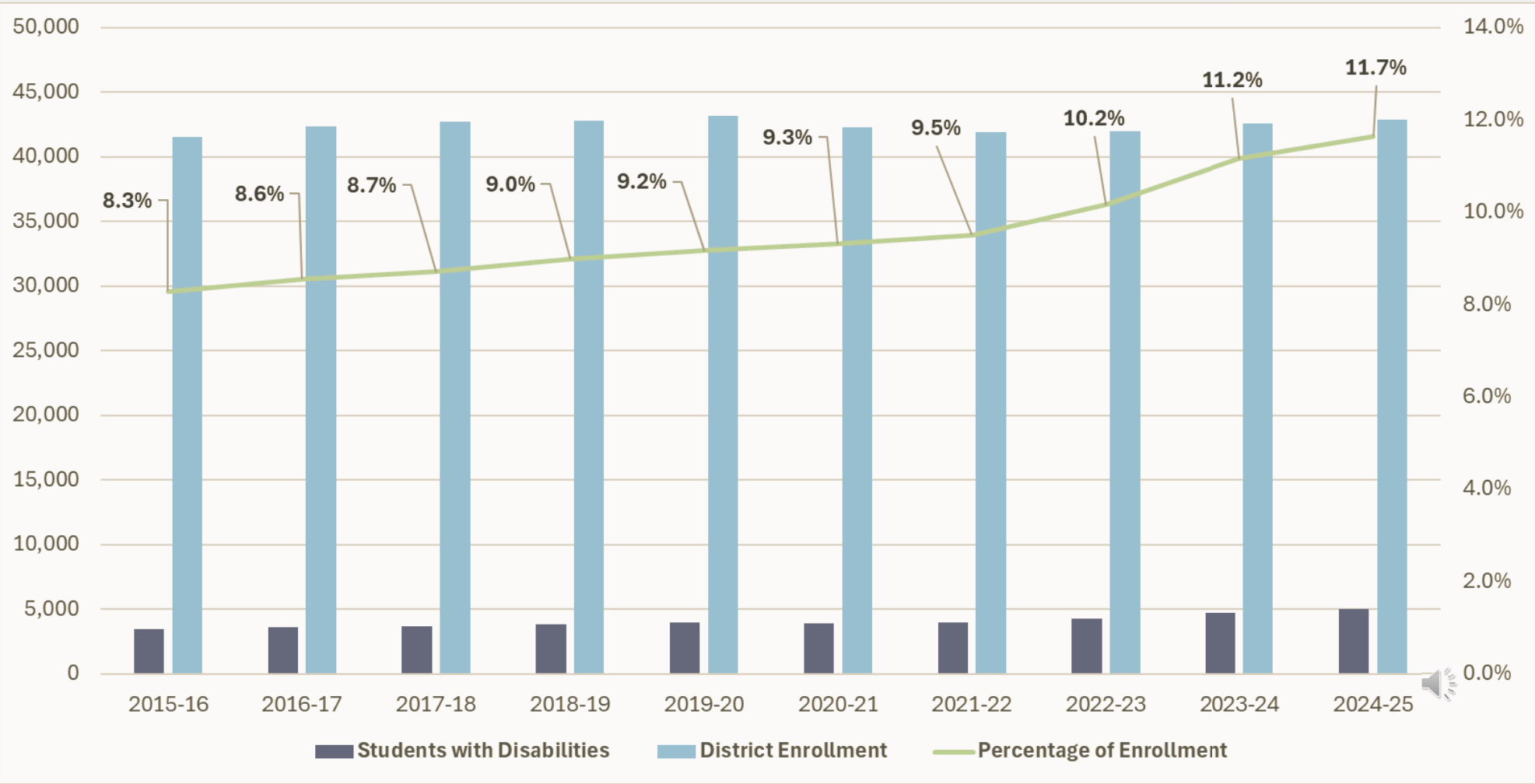




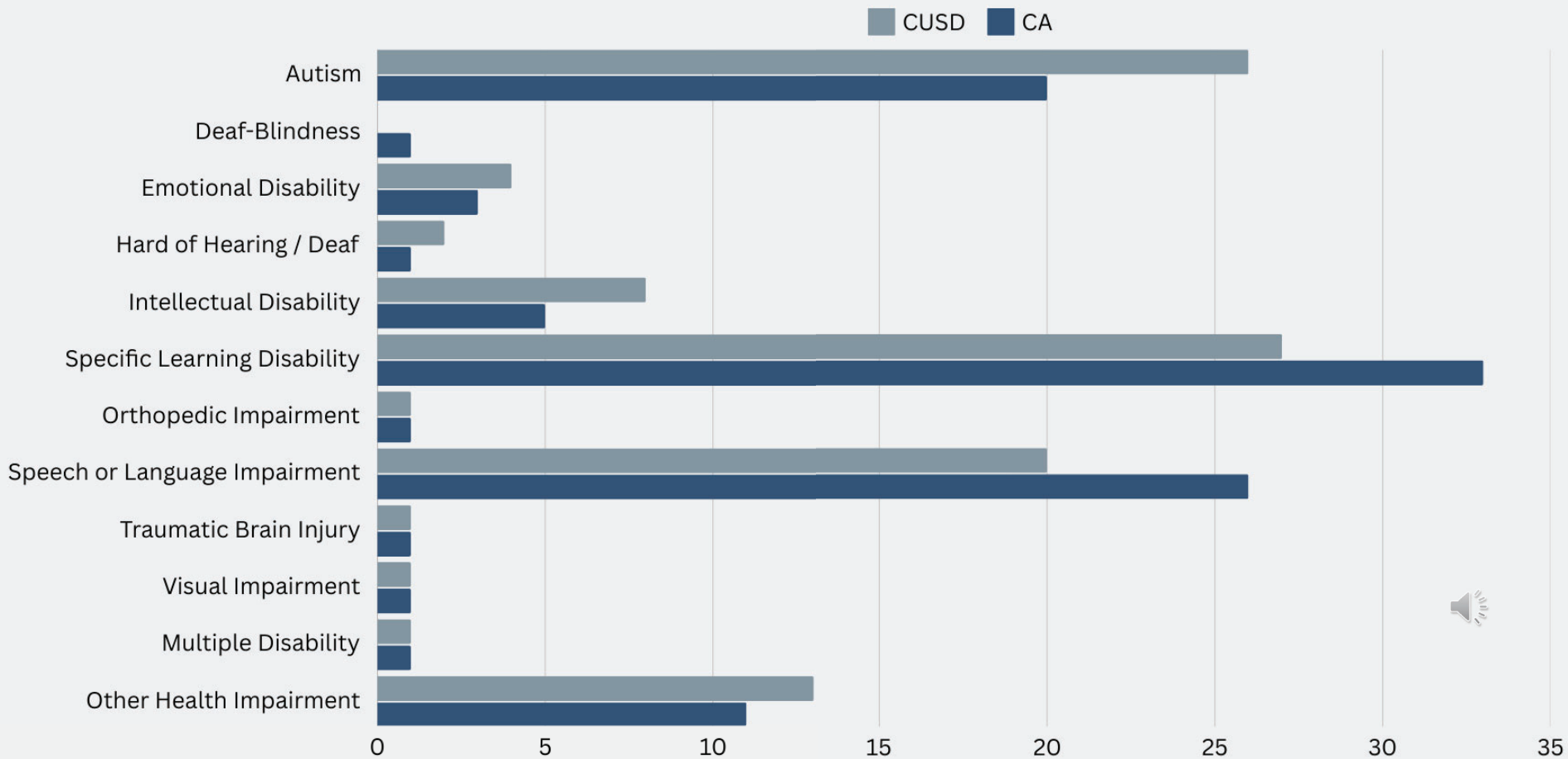
Enrollment Data



District Enrollment and Incidence of Students with Disabilities



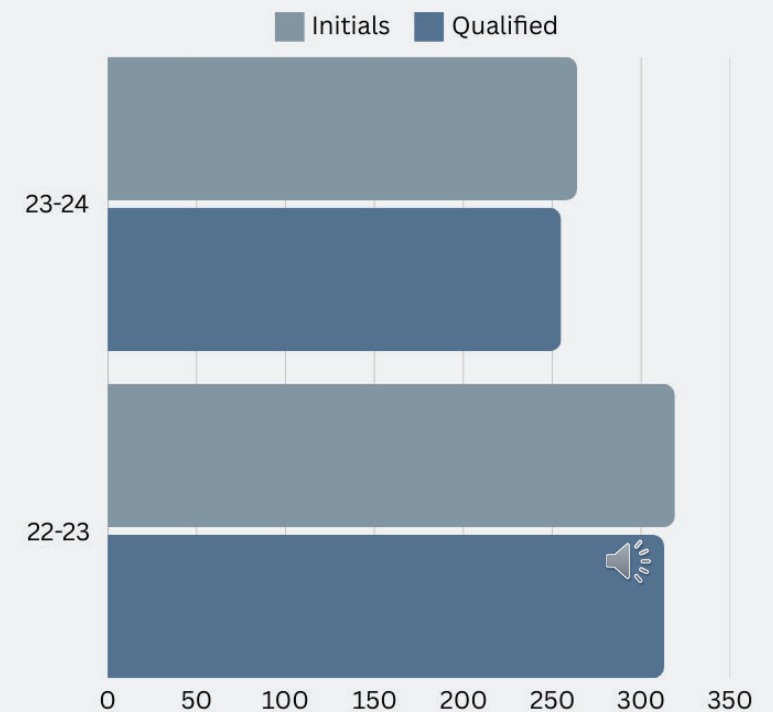
PERCENTAGES OF STUDENTS BY DISABILITY CUSD V. CALIFORNIA

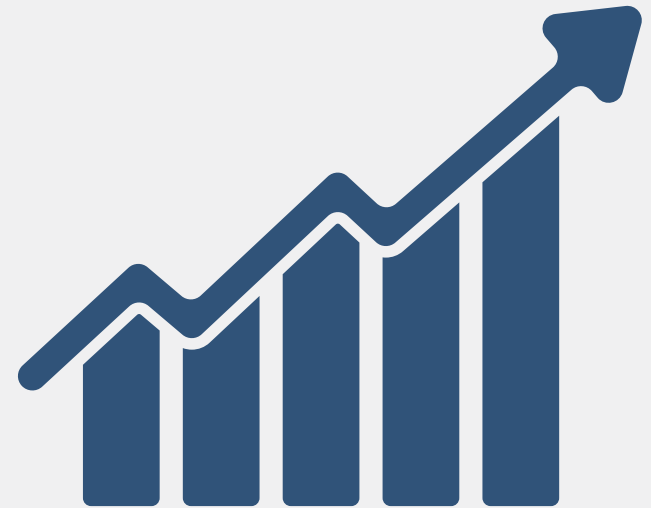
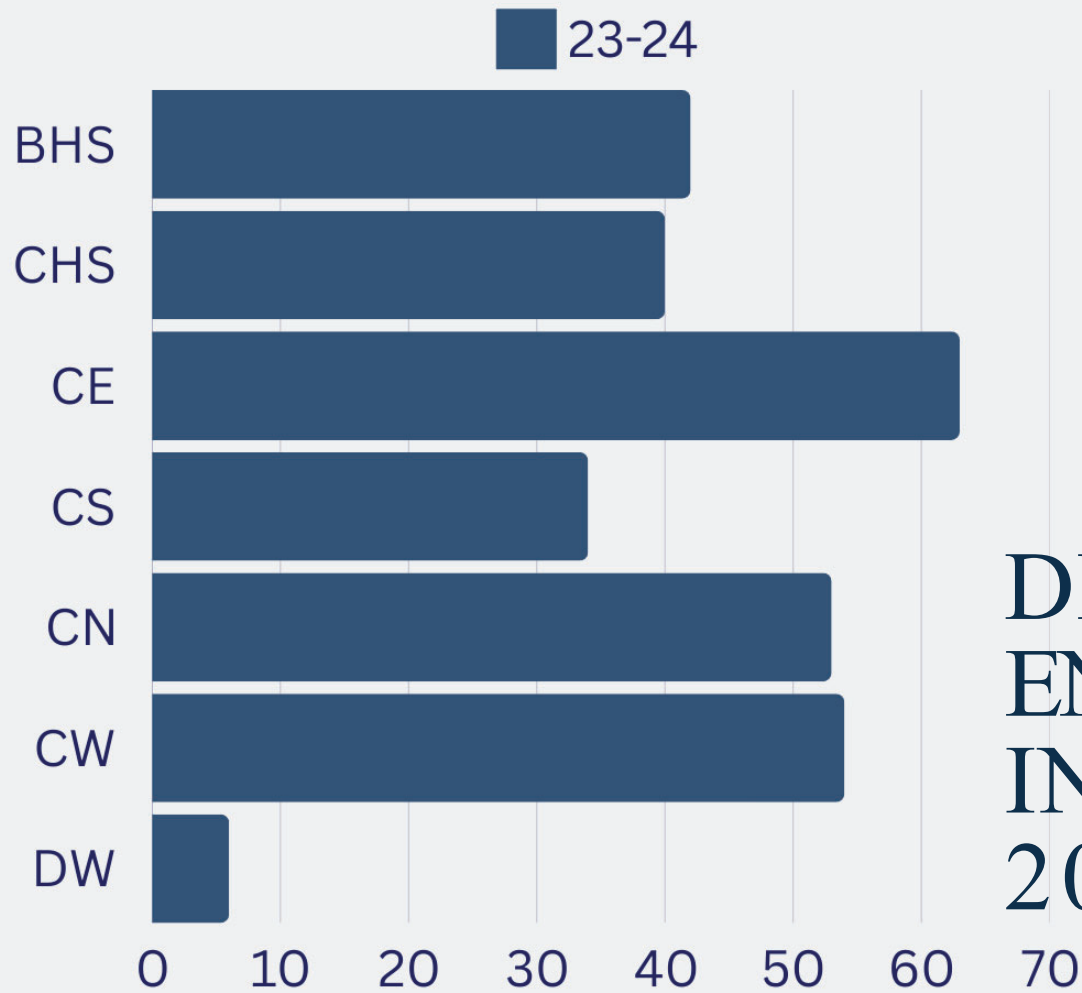


ENROLLMENT DATA INITIALS- CITI KIDS



| | Initials | Qualified |
|-------|----------|-----------|
| 23-24 | 264 | 255 |
| 22-23 | 319 | 313 |





DISTRICT WIDE ENROLLMENT DATA INTERIMS FOR 2023-2024

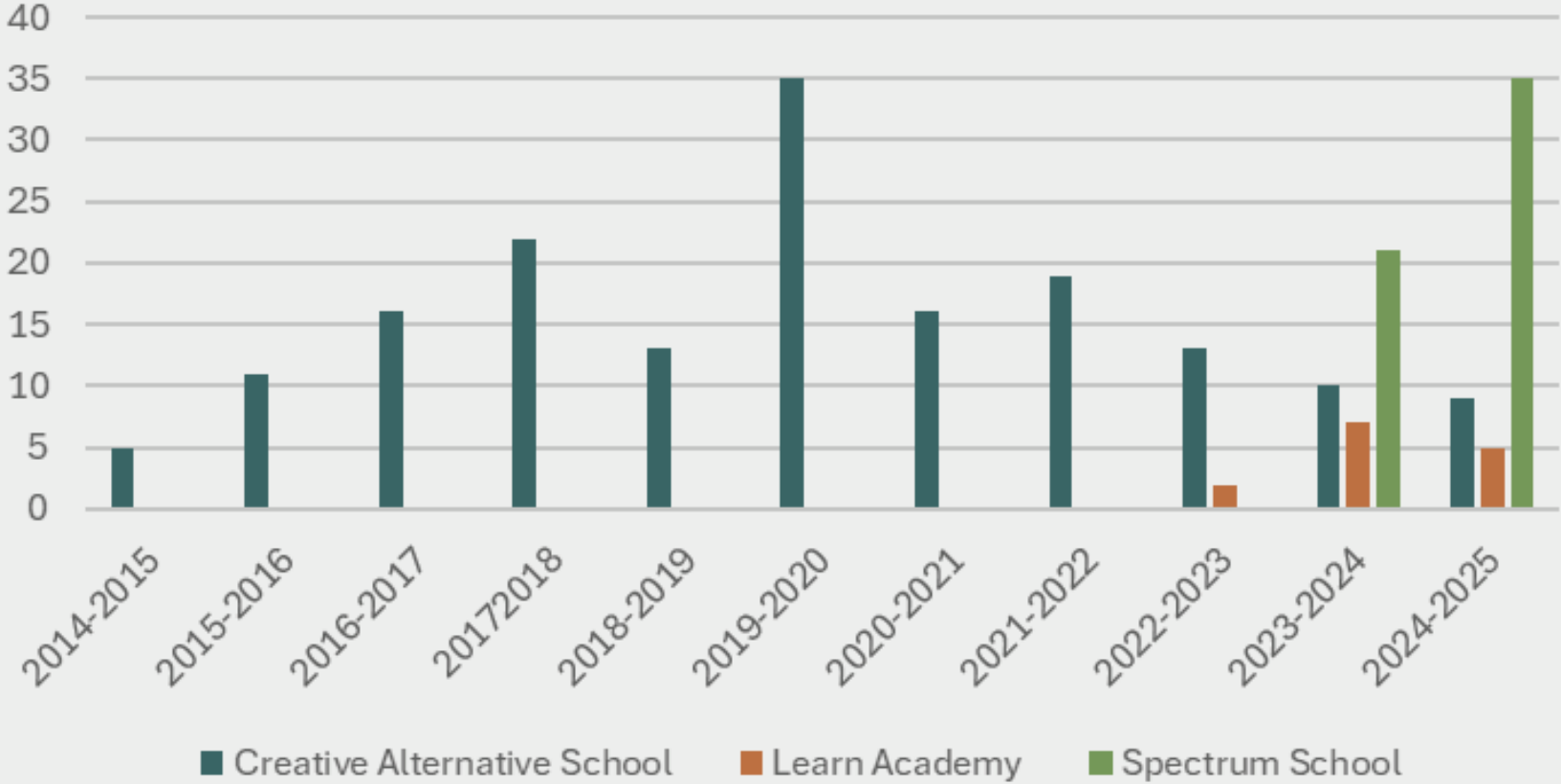
Total: 292



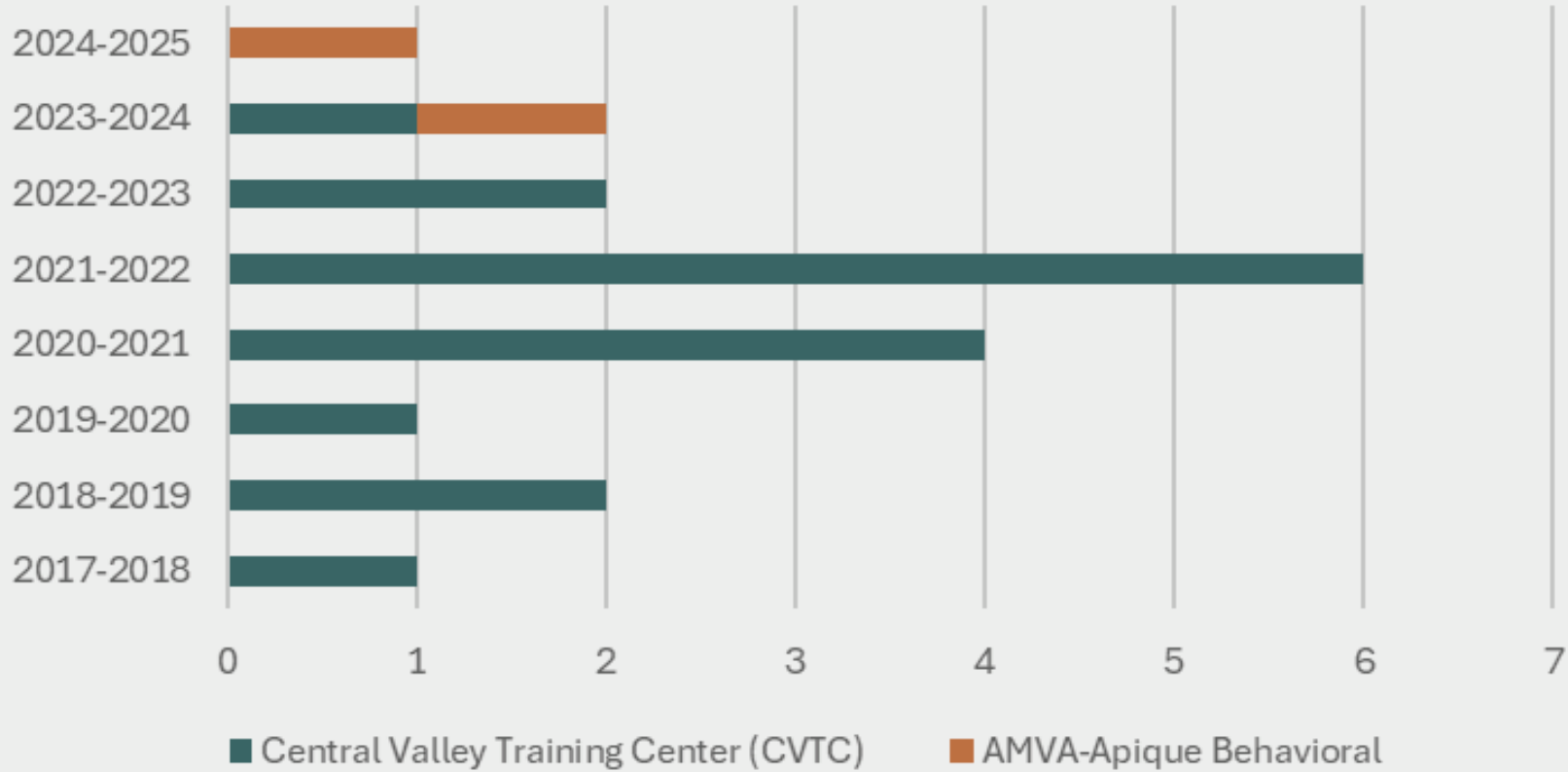
Students with Special Education Services by Placement 2024-2025



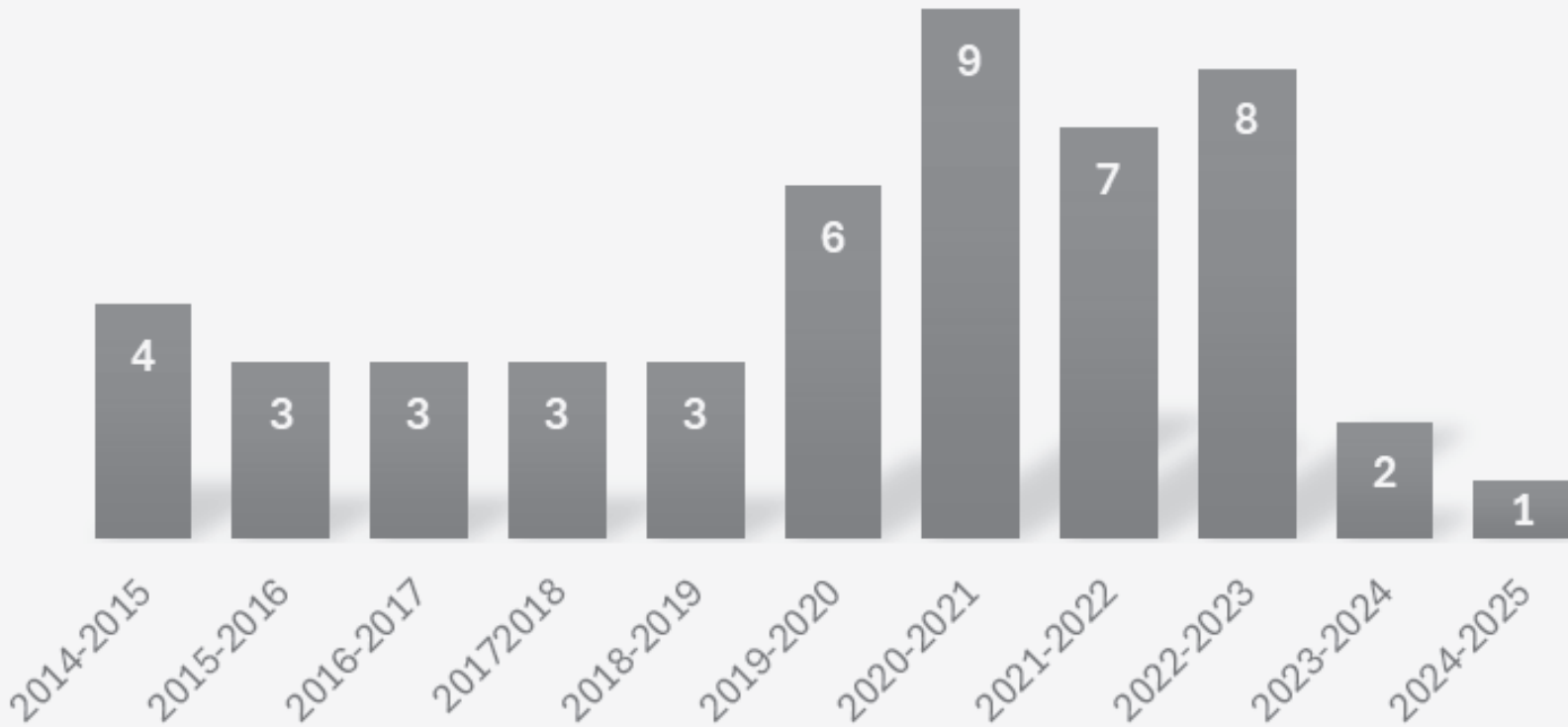
Students Placed in NPS



Students Placed in NPA



Students Placed in RTC

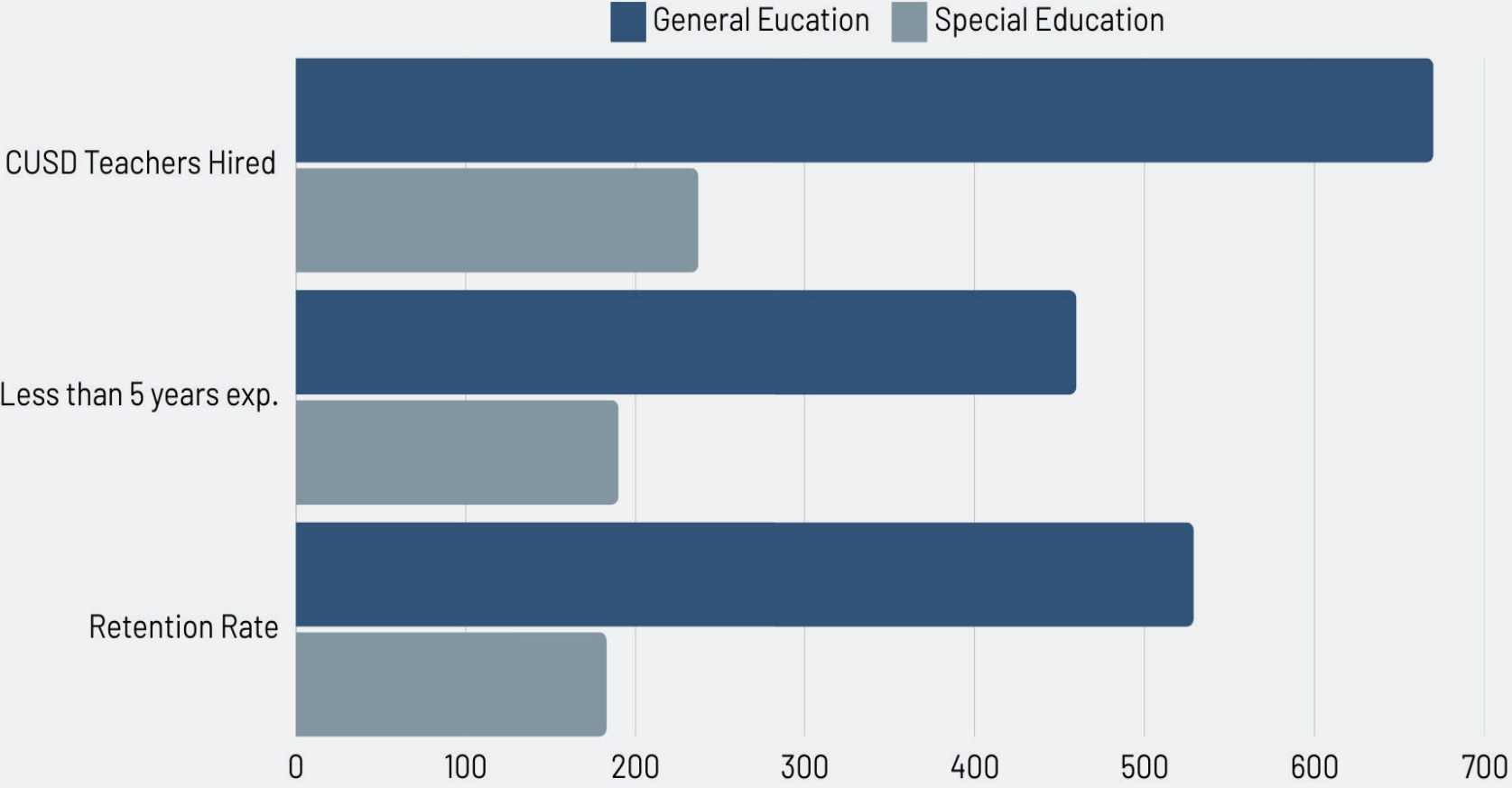


EDUCATOR OF THE YEAR AWARDS

Staffing



General Education/Special Education Comparison



2020 -2025

Teacher Recruitment

SPECTER PROGRAM

Special Education Credentialing of Teacher Residents established in 2022. Winner of the Golden Bell in 2024



CLASSIFIED EMPLOYEE GRANT

Classified employment grant for current classified employees who want to become a teacher

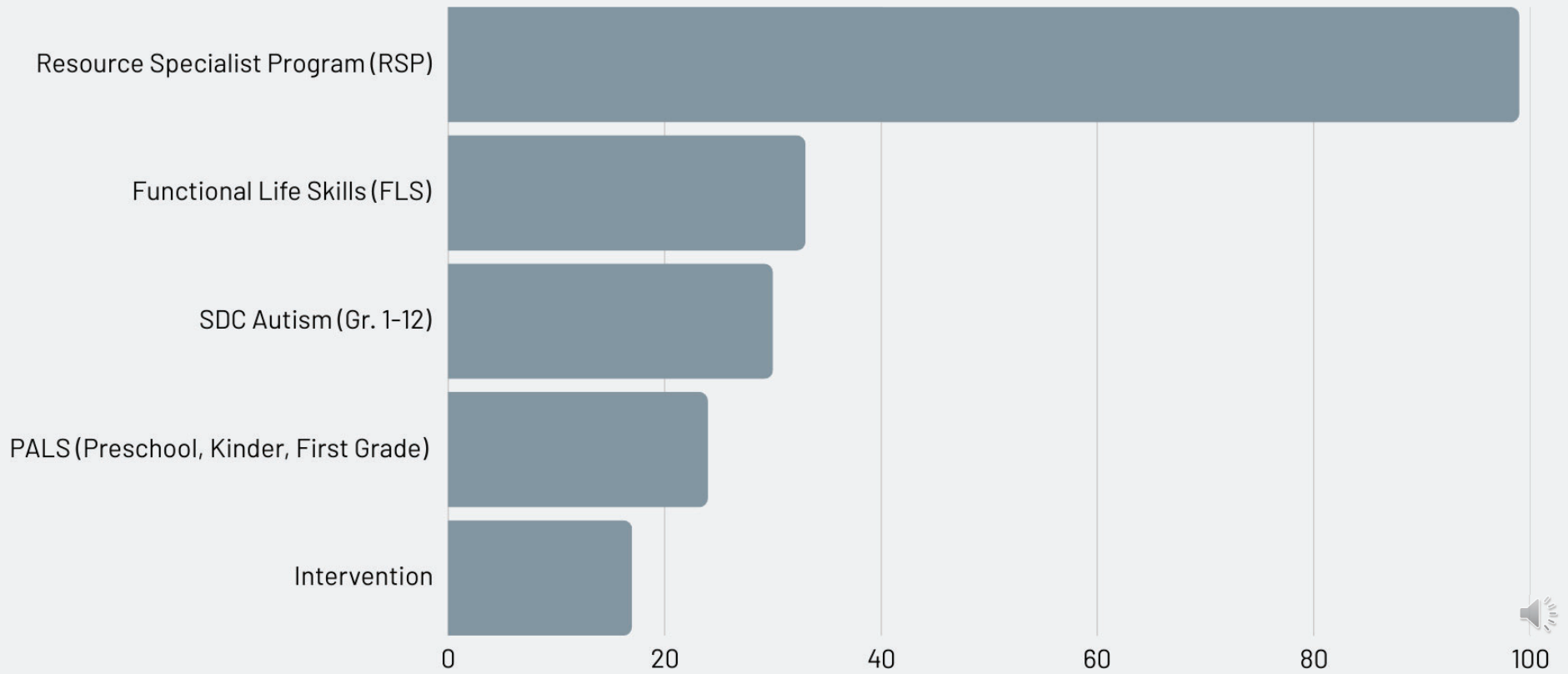
COMMUNITY PARTNERSHIPS

Communication and collaboration with Fresno Pacific, Fresno State, and local community colleges.



Special Education Teachers Hired

Special Education Teacher total 237



2020 -2025

Building New Teachers Capacity

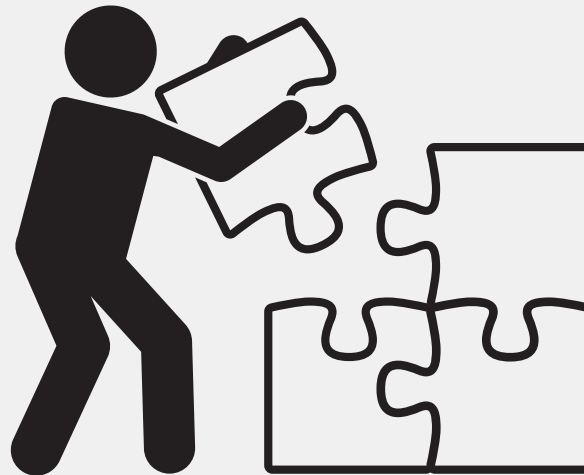
Special Education Boot Camp

Topic 1

Case management of IEP pages, IEP timelines, and Procedural Safeguards

Topic 3

Assessments: IPADS and how to use them and the benefits



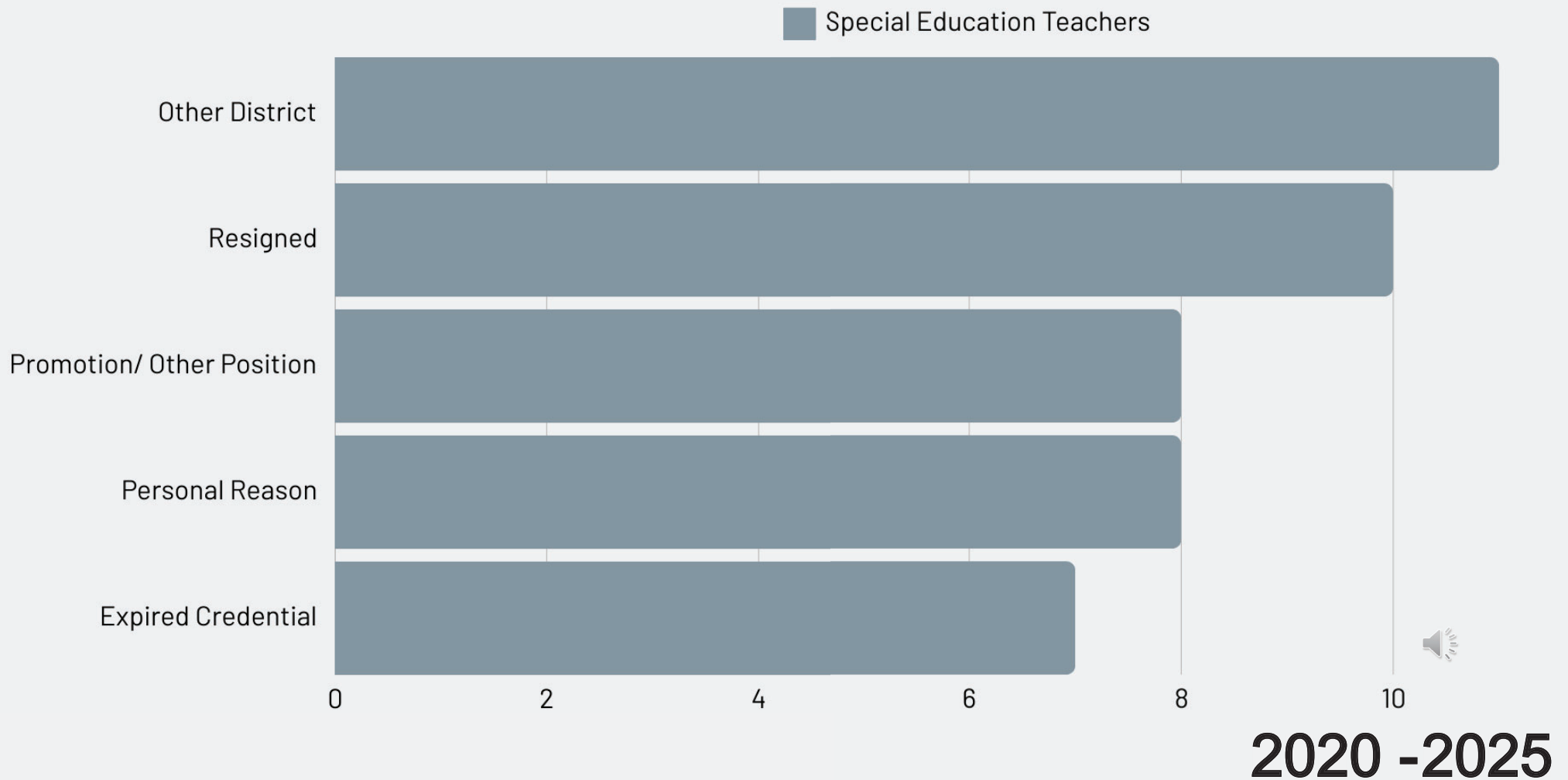
Topic 2

Goal Book application and software: Provides teachers with support to write present levels and IEP goals

Topic 4

Managing your Paraprofessionals, Behavior Training, Eligibility and Report Writing

Special Education Teachers No Longer with the District or in Different Positions



Plan of Support for Teacher Retention

Professional Development



- New to CUSD SpEd Boot Camp
- Monthly opportunities offered by SpEd Dept
- Monthly staff meetings facilitated by Program Specialist
- In-person coaching and training from BICC

Program Specialist and Site Admin



- Weekly standings with ps for 1st and 2nd year teachers
- PS on site at least one day per week at elementary and daily at secondary
- IEP compliance checklist and ps review of IEPs
- Training for site admin with SpEd Legal Attorney

Collegial Support



- PALS and elementary Autism teachers paired with mentors
- Induction mentor through CI&A
- SpEd mentor for PIPs, STSPs, and Interns
- PLCs by program type



Our Community



Community Advisory Committee (CAC)

What is CAC?



The CUSD SELPA Community Advisory Committee (CAC) is established in accordance with Ed. Code 56190.


What are the Goals?



Provides Information; Training; Networking; Resources.

How are we reaching out?



In-Person & Virtual Meeting Options; CUSD Today; CUSD Website; Social Media platforms; & District-wide Listservs 

Family Resource Center

2023-2024 School Year



Contacts

Total number of contacts to answer questions, understand concerns and attend IEP meetings



Trainings

Total numbers of attendees to our FRC trainings



Referred

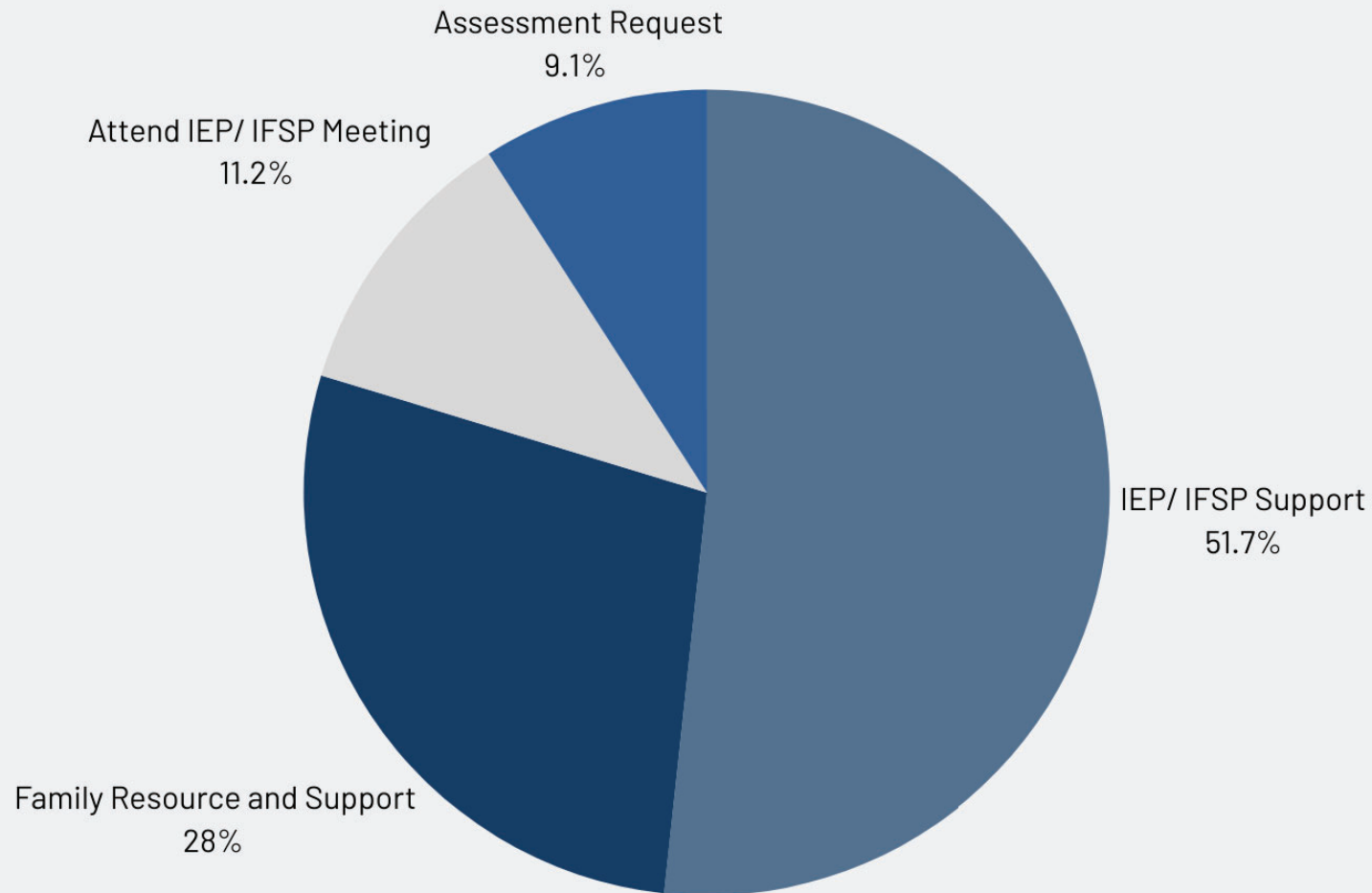
Total numbers of NEW families referred to FRC



Support in IEP meeting

Total number of meetings attended to support the working relationship between District and families

Family Resource Center **Support**



LOCAL PLAN & LCAP

LOCAL PLAN

- Contracts & Certifications
- Governance & Administration
- Budget Plan
- Services Plan



LCAP

- Professional Development
- Staffing
- Assessment & Data Analysis Tools
- Behavioral Support & Interventions
- Attendance & Graduation Pathways



CLOVIS UNIFIED SCHOOL DISTRICT
1450 HERNDON

Budget and Finance

Special Education Funding



Federal Commitment to Supporting Student with Disabilities



PUBLIC LAW 94-142—NOV. 29, 1975 89 STAT. 777
"ENTITLEMENTS AND ALLOCATIONS

"SEC. 611. (a) (1) Except as provided in paragraph (8) and in section 619, the maximum amount of the grant to which a State is entitled under this part for any fiscal year shall be equal to—

"(A) the number of handicapped children aged three to twenty-one, inclusive, in such State who are receiving special education and related services;

multiplied by—

"(B) (i) 5 per centum for the fiscal year ending September 30, 1978, of the average per pupil expenditure in public elementary and secondary schools in the United States;

"(ii) 10 per centum, for the fiscal year ending September 30, 1979, of the average per pupil expenditure in public elementary and secondary schools in the United States;

"(iii) 20 per centum, for the fiscal year ending September 30, 1980, of the average per pupil expenditure in public elementary and secondary schools in the United States;

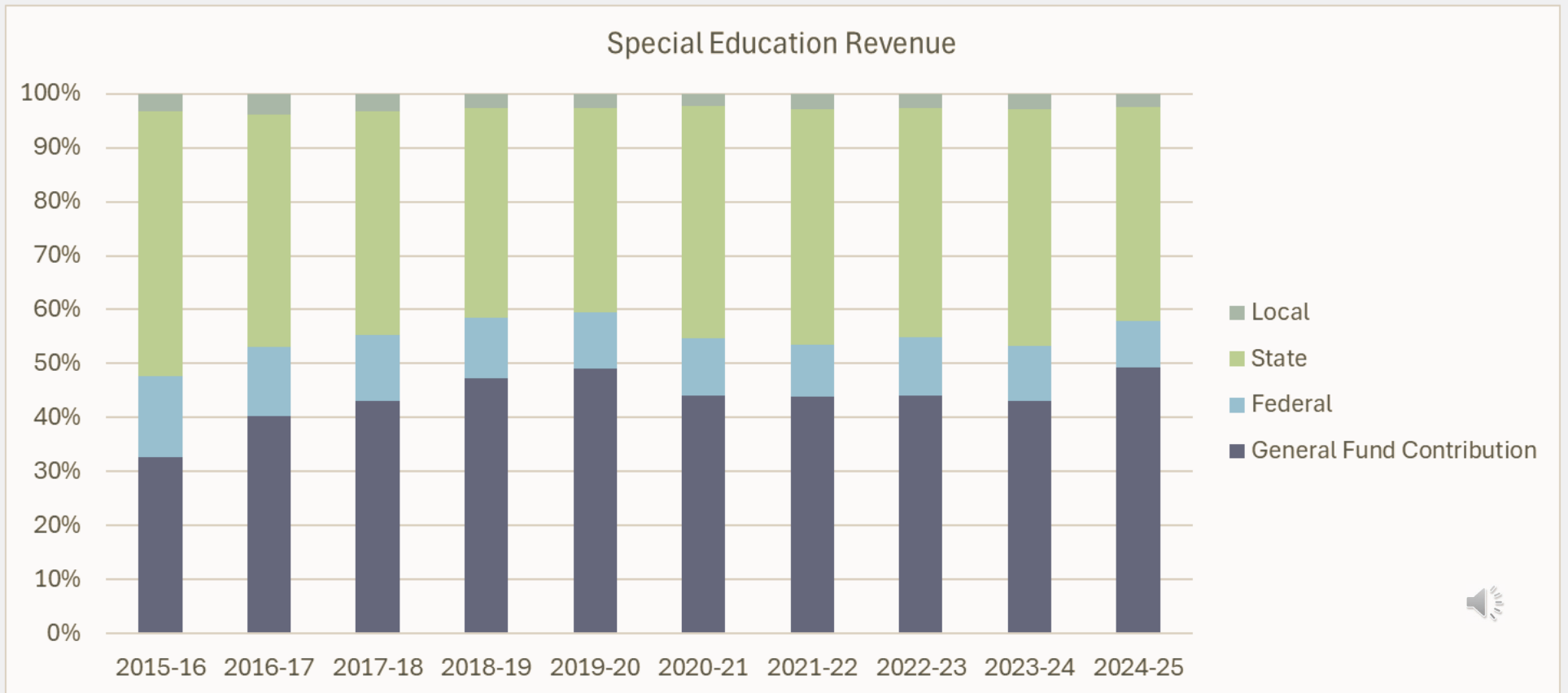
"(iv) 30 per centum, for the fiscal year ending September 30, 1981, of the average per pupil expenditure in public elementary and secondary schools in the United States; and

"(v) 40 per centum for the fiscal year ending September 30, 1982, and for each fiscal year thereafter, of the average per pupil expenditure in public elementary and secondary schools in the United States;

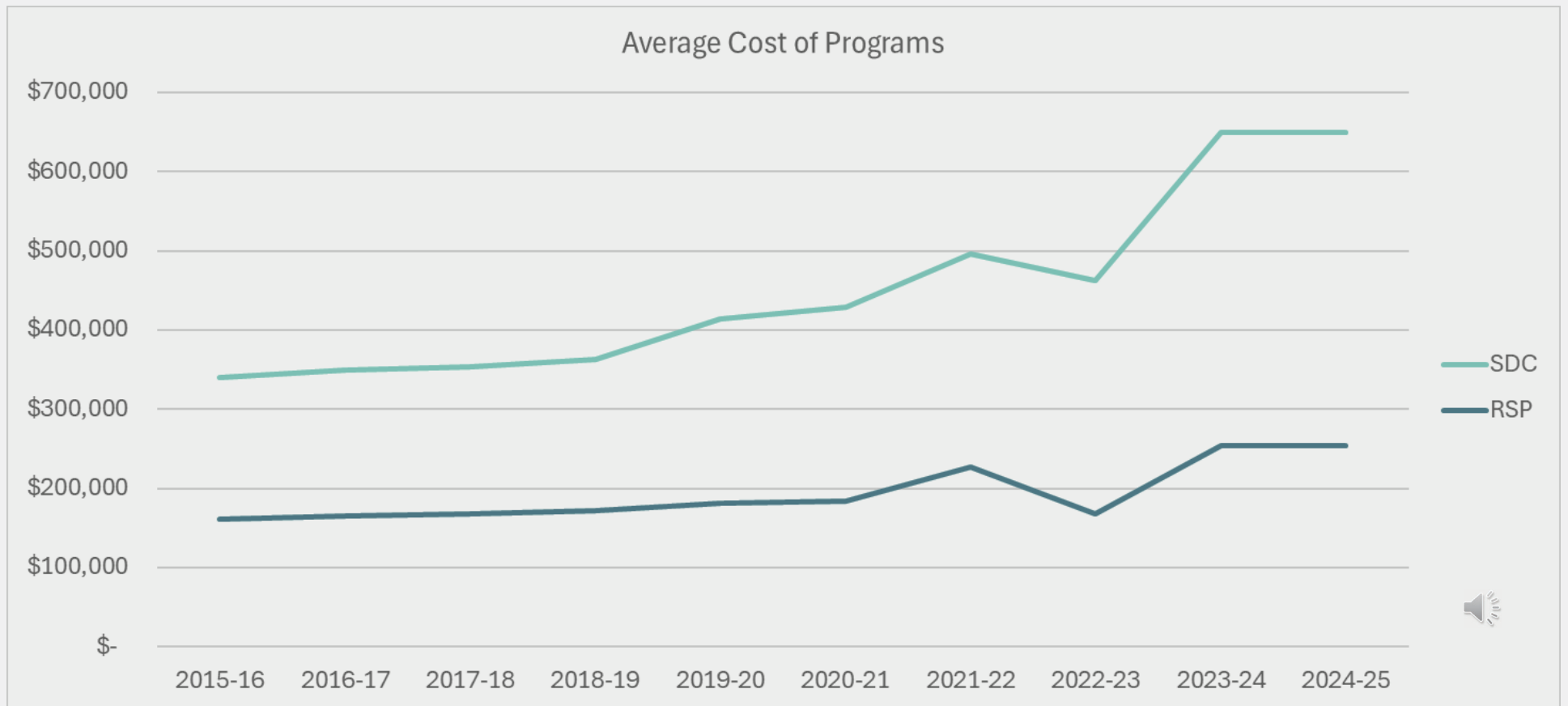
except that no State shall receive an amount which is less than the



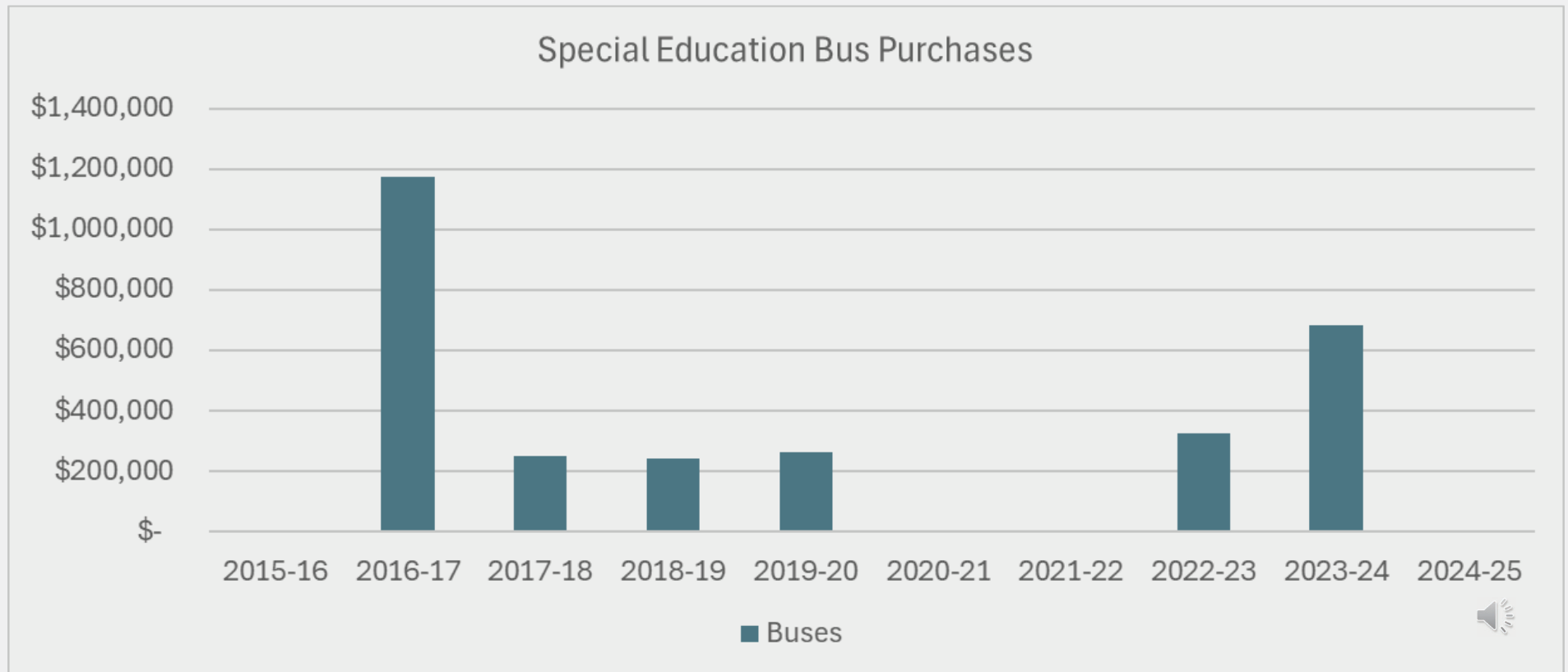
Special Education Funding



Cost of Special Education Programs

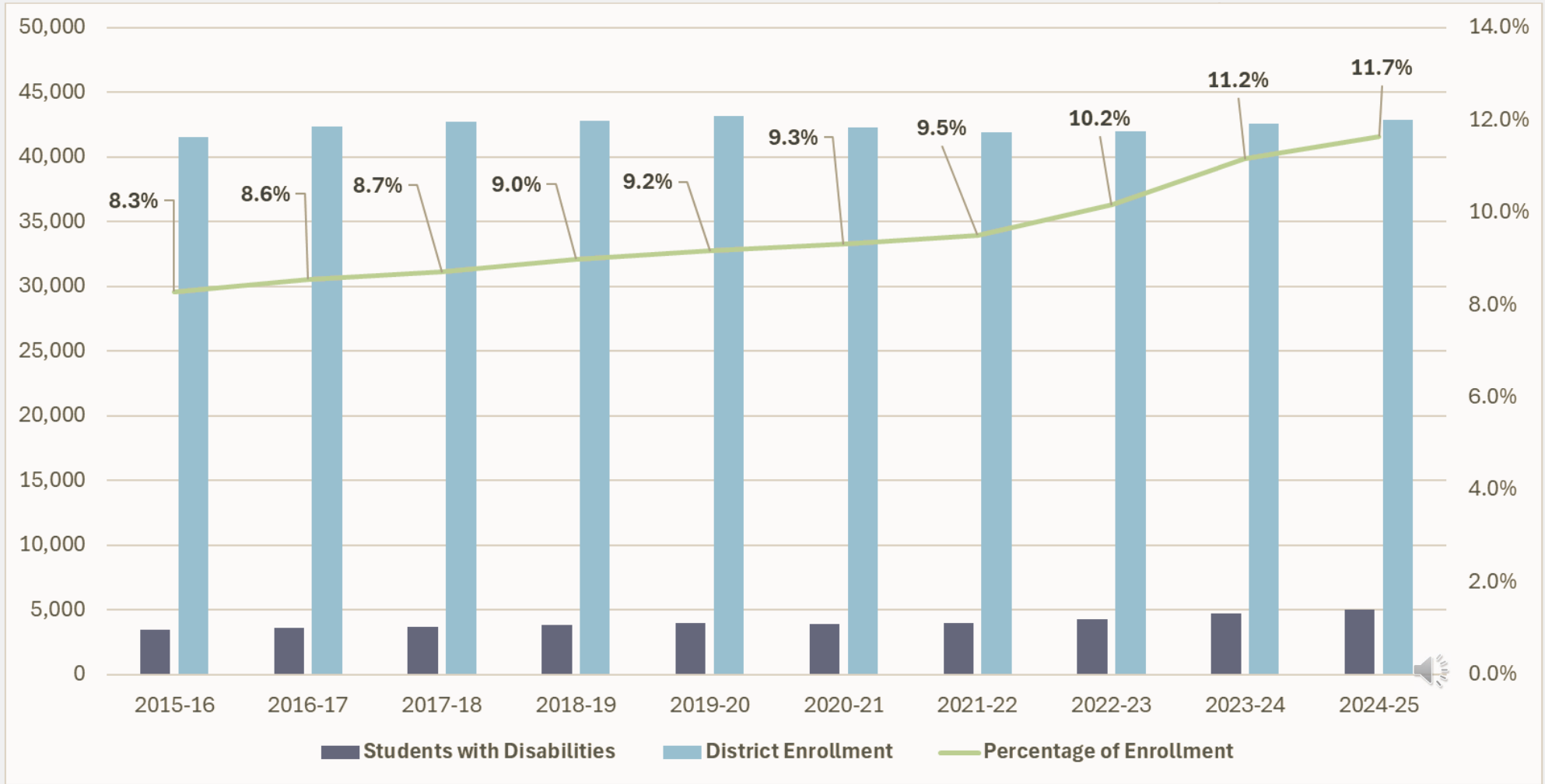


Special Education Transportation



Current Supports and Trends





Intense Behaviors

Collaboration with Diagnostic Center

Covered additional critical topics:

- Evidence-based strategies for special education
- Techniques for maximizing student engagement
- Methods for increasing student independence through prompt fading
- Strategies for Autism, Anxiety, & Attention Needs



Addressing Behaviors

Paraprofessional Training

To address this need for training in the area of Intense behaviors, the following training initiatives were developed:

In-person training by Assistant Director:

Focused on key instructional strategies:

- Reinforcement techniques
- Effective prompting methods
- Facilitating peer interactions
- Implementing time delay procedures
- Using visual cues

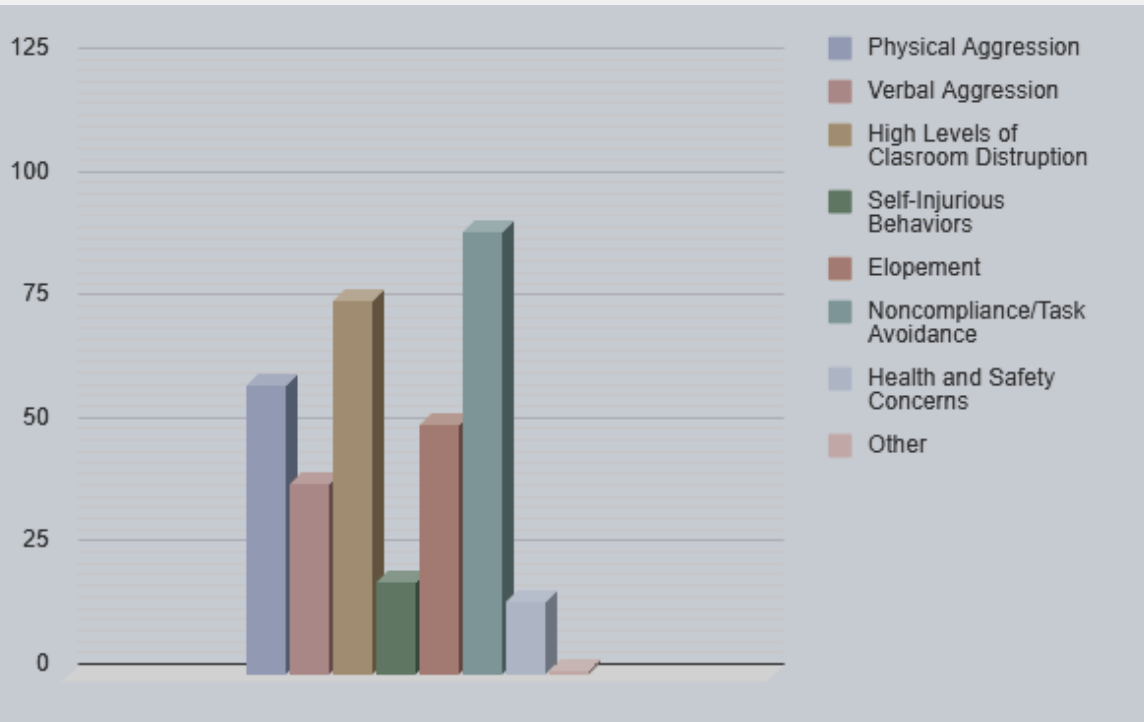
Paraprofessional Orientation

- We added a 1 hour Behavior Training

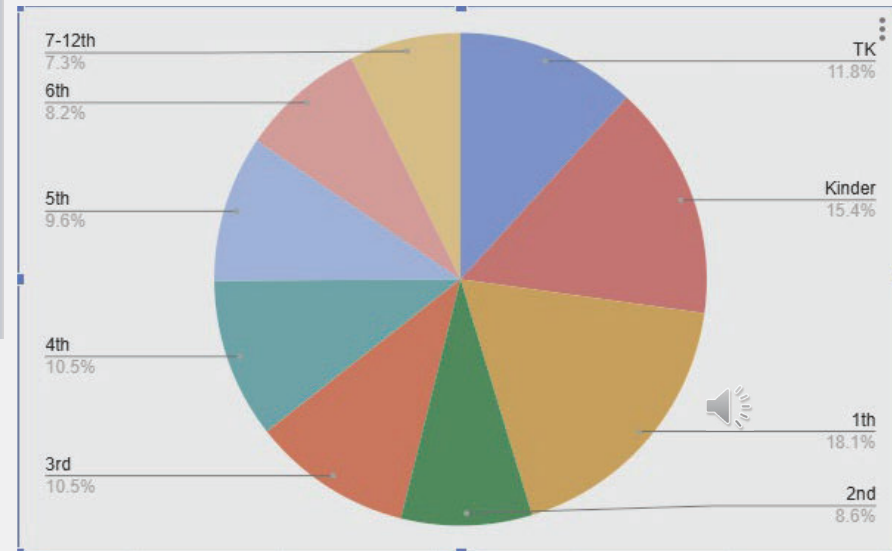


BCT Referrals

Behaviors



Student Grade Levels



Trainings to increase Student Safety

Safety-Care and Ukeru

Safety-Care



- Understanding the effects of trauma and violence
- Training and assessments to reduce restraints and seclusion
- Creation of a supportive environment sensitive to clients' past experiences
- Enabling individuals to thrive in the least restrictive environment possible
- Culture shift towards comfort rather than control
- **Impact of Training**
 - Increased student support
 - Reduced use of restraints
 - Decreased need for Behavior Emergency Reports (BER)

Ukeru



More than just crisis management training, Skills and competencies to prevent, minimize, and manage behavioral challenges
Emphasis on dignity, safety, and the possibility of change

- Tools Provided:
 - Techniques from Applied Behavior Analysis (ABA)
 - Strategies from Positive Behavior Interventions & Supports (PBIS)
- Target Audience:
 - Individuals with developmental, neurologic, psychiatric impairments
 - Individuals who have experienced psychological or sexual trauma
- Goals:
 - Promote a reinforcement-based approach; Develop new skills ; Maintain safety; Reduce/eliminate restrictive interventions (e.g., restraint)



Autism Mentors

Supporting Every Step: Autism Mentorship Program



Who we support

Mentor Support for EIAP
Teachers (PIP, STSP, Intern)

Evidence Based Practices

Modeling Practices: Demonstrated
evidence-based tools and
techniques to provide tools for
students to be successful.

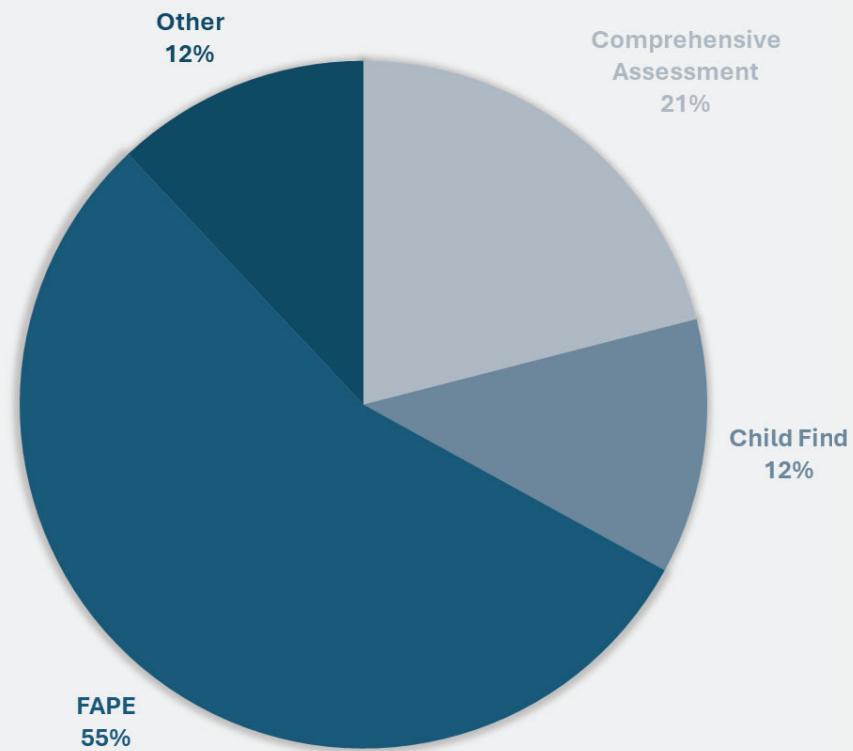


Team Work

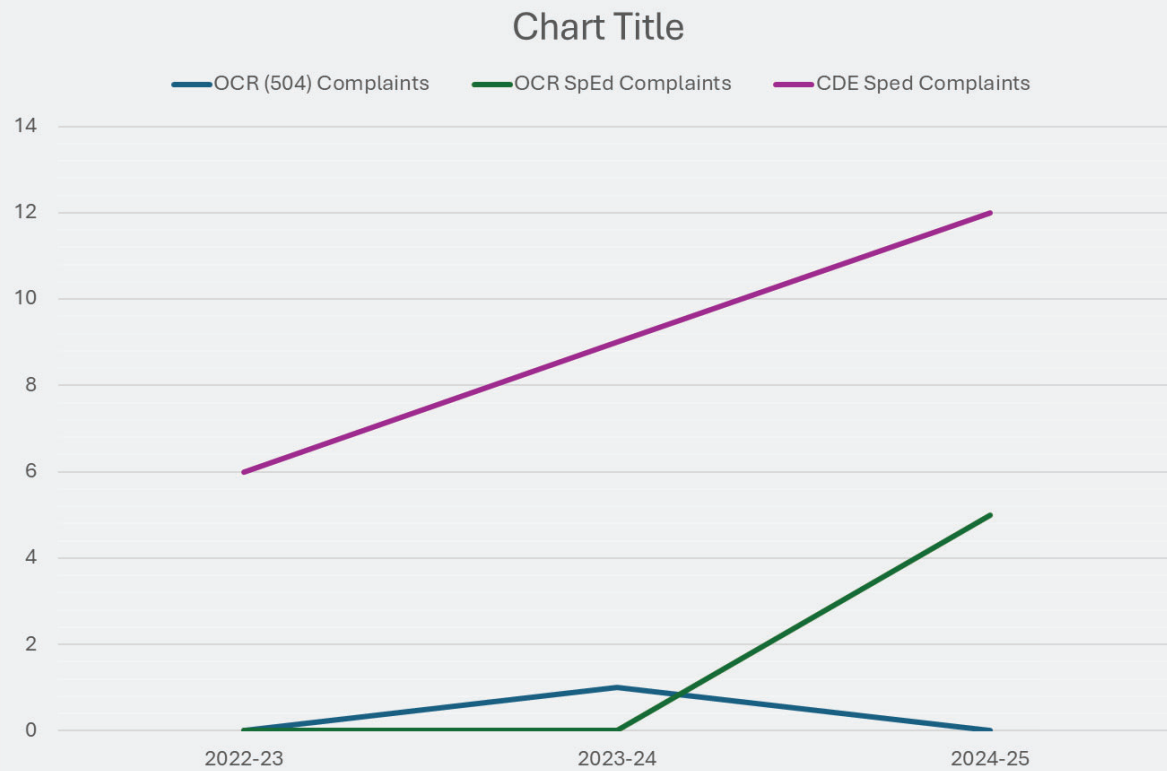
Approachability: Relatable,
normalizing first -year challenges.
Resource Sharing: Provided
strategies for IEPs and classroom
management.



Areas of Dispute



Formal Complaints



Strategies for Prevention & Resolution

Legal Roadshows



Legally Defensive IEPs
Prevention Strategies to Manage Budding Disputes

IEP Process



Facilitated IEP Process
Legal Academy for Program Specialists
Increased oversight of all SpEd teachers' IEPs & Assessments

Collaborative Resources & Informal Meetings



Family Resource Center (FRC)
CDE's Pathways2Partnership
Resolution/Mediation



Next Steps



MTSS & The Impact on Special Education

Multi Tiered System of Support



Site Based Interventions

- All CUSD sites have interventions for student who are struggling academically or social emotionally.
- Interventions are monitored and tiered based on student need



Student Study Team



- When site based interventions have been exhausted a student may be recommended to SST
- Tier 3 focused interventions
- detailed progress monitoring and parent conference

when all interventions are exhausted the SST may offer an assessment plan for *special education*



Alternate Dispute Resolution (ADR)



- ✓ Individualized
- ✓ Confidential
- ✓ Efficient
- ✓ Builds Stronger Relationships



3-TIERED ALTERNATE DISPUTE RESOLUTION (ADR) PROCESS FOR SPECIAL EDUCATION DISPUTES

1

Collaborative Resolution & Informal Meetings

Aimed to resolve disagreements related to a student's IEP or other issues between parents and school staff in an informal manner, emphasizing open communication and collaboration.

2

District Resolution Support

If disagreements persist, the second tier involves the support of district-level administration to provide additional oversight, resources for resolution, and an avenue for parents to resolve disputes at the District level.

3

Informal ADR Process

If an impasse is reached and prior efforts have not resolved the disagreement, an informal ADR process provides a neutral, independent analysis of the case from both perspectives, offering objective insights to both parents and the school district.



THANK YOU

