

Specialized Programs

Preschool to Post-Secondary
Conejo Valley Unified School District

Presented By:

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with special guest, Brent Smith

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Agenda

01 Inclusion and the Continuum of Services

Considerations for the Least Restrictive Environment (LRE)

02 Specialized Programs in CVUSD

Preschool through Postsecondary

03 Our Students in Action

Highlight Video



IDEA: Inclusion

Inclusion means that all students, regardless of their abilities or disabilities, have the right to be educated alongside their peers in general education classrooms and to participate fully in all aspects of school life.

(Individuals with Disabilities Education Act (IDEA), specifically 20 U.S.C. § 1412(a)(5)(A))

IDEA Requirement for Free and Appropriate Public Education (FAPE) and the Least Restrictive Environment (LRE)



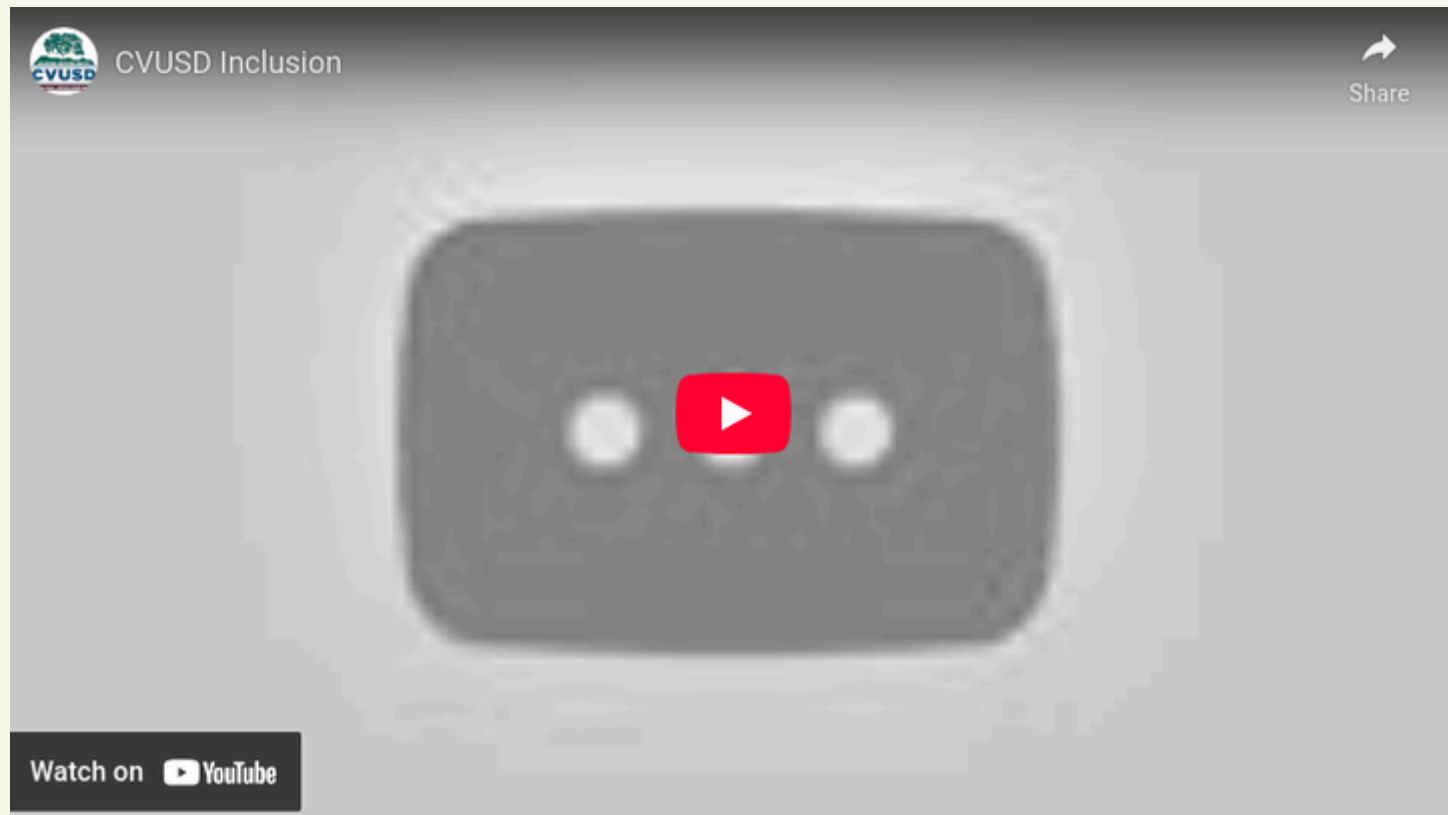
To the maximum extent appropriate, children with disabilities, including children in public and private institutions or other facilities, must be educated with children who are nondisabled

Special classes, separate schooling, or other removal of children with disabilities from the regular education environment, may occur only if the nature and severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily

Inclusive Education

Evidence-based approaches to education based on a proactive design of learning environments, social-emotional supports, and instruction to address learner variability and identified barriers. Inclusive practices include the structural, professional development, and leadership drivers that recognize and value the diversity of all students, and equip support staff, teachers, and administrators with the knowledge and resources to provide effective instruction to diverse learners. Inclusive practices ensure the active engagement and belonging of all students in their school community in every aspect of student life.

Building Mindset



Presuming Competence

- Encourages High Expectations
- Promotes Inclusion
- Strengthens Self-Esteem
- Focuses on Strengths

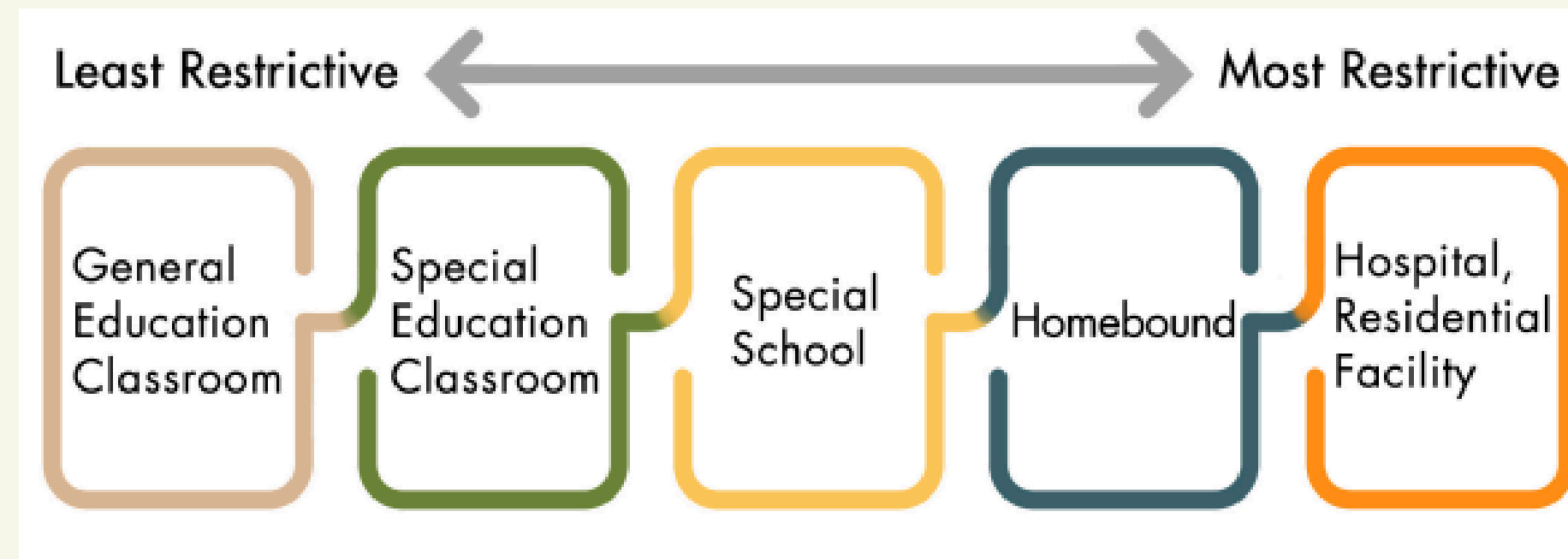
Inclusive Language

- Identity First Language
- People First Language
- **Just ASK!**

District Overview

Continuum of Services

- Speech only IEPs
- Supports through consultation/collaboration and accommodations only
- SAI supports through direct instruction in:
 - Learning Centers or SAI classes at secondary school sites
 - Related Services (counseling services, speech, occupational therapy, adapted physical education, deaf and hard of hearing (D/HH) services, etc.)
- Specialized programs
- Non-Public School (NPS) or County Program
- Residential Treatment Center (RTC)
- Home/Hospital Instruction (HHI)



Considerations for Specialized Programs

- Results from a full, comprehensive multidisciplinary assessment
- Progress on IEP goals
- Determination of level of service needed to make meaningful progress on IEP goals
- Medical/Health information
- Attendance
- Behavior
- Parent/Guardian Input
- Evidence that all current interventions are being provided with fidelity and that the continuum of services has been explored



Specialized Programs in CVUSD

Be Me Preschool

University & Sycamore Canyon

Language and Learning Specialized Program

Aspen & Acacia

Autism Specialized Program

Maple, Banyan, Ladera & Sequoia

Therapeutic Learning Center (TLC)

Westlake Hills

Learning Essentials Academic Program (LEAP)

Madrona, Sequoia, Colina, TOHS, WHS & NPHS

Social Emotional Support (SES) Programs

Los Cerritos, WHS, TOHS, NPHS & the Waverly program

Post Secondary Program, Conejo Oaks Academy (COA)

Be Me Preschool Program University Center & Sycamore Canyon

- Ages 3 to 4 years old
- Play-based and language enriched program
- Designed to support all areas of development
 - Social/emotional/behavior, fine & gross motor, language/communication, and pre-academic/learning-to-learn skills
- University: Self-contained and offer limited inclusion opportunities during outdoor play or snack time
- Sycamore: inclusion during lunch and recess, as well as classroom inclusion time throughout the week with TK classes



Language and Learning

Acacia & Aspen

- Curriculum aligned with common core standards and provide accommodations and/or modifications based upon the needs of each student as indicated in the IEP
- Specialized academic instruction using multi-modalities in a structured, language-based program, which includes high level of scaffolding, repetition, accommodation, and for some students, modification throughout the instructional day
- The classroom teacher and paraeducators are always working to maximize the student's access and opportunities in a general education setting

Language and Learning



Aspen:

- Co-teaching from TK through 2nd grade
- Grades 3 through 5 currently attend a specialized Language and Learning Program
- For the 25–26 school year, Aspen will be TK through 3rd grade, co-teaching



Acacia:

- One teacher in this program teaching 3rd, 4th, and 5th grade
- For the 25–26 school year, Acacia will have a 4th and 5th grade Language and Learning Program

Autism Specialized Program

Banyan & Ladera

- TK–5th grade
- Student make-up
- Low teacher to student ratio
- Curriculum aligned with common core standards and provide accommodations and/or modifications based upon the needs of each student as indicated in their IEP
- Highly structured, visual, and language supports integrated throughout the instructional day

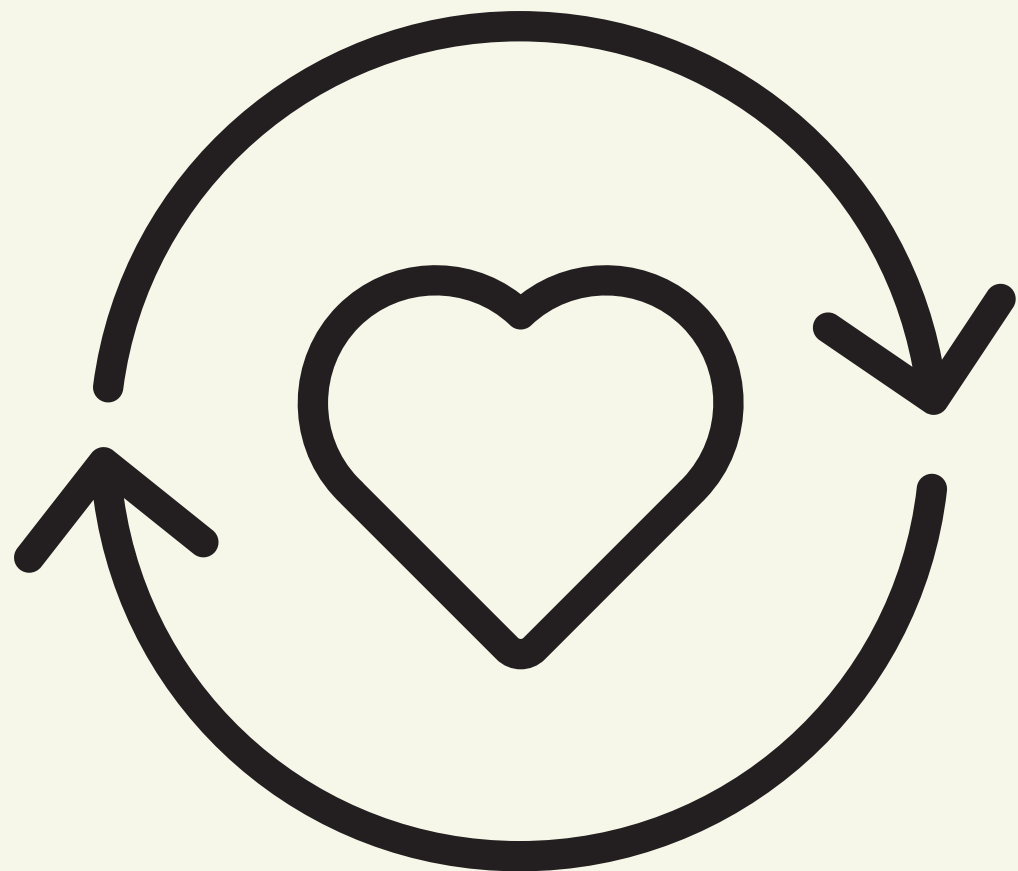
Autism Specialized Program Maple & Sequoia

- TK–5th grade and 6–8th grade
- Student make-up
- Low teacher to student ratio
- Highly structured behavioral supports
- Use of alternate curriculum aligned with California Core Content Connectors (CCCs) and the California Alternate Assessment (CAA)
- Highly structured, visual, and language supports integrated throughout the instructional day



Therapeutic Learning Center (TLC)

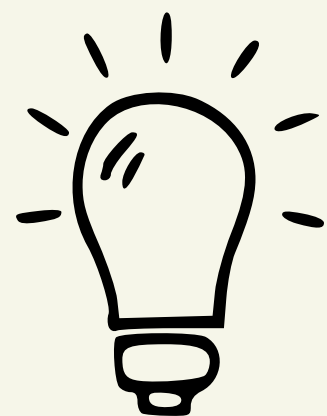
Westlake Hills



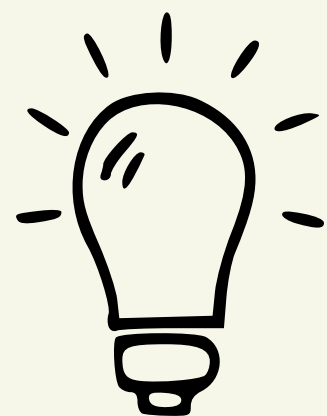
- K through 5
- Learning Center model
- Students spend the majority of their day in the general education setting
- Mental Health Clinician on site to support prosocial behavior
- Group Counseling
- Restorative Circles

Learning Essentials Academic Program

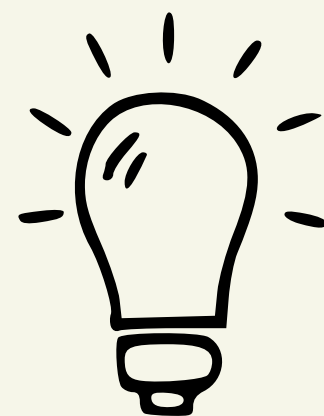
Madrona, Colina, Sequoia, TOHS, NPHS & WHS



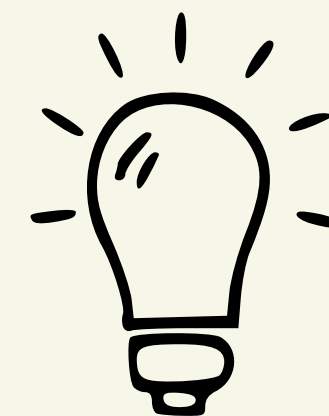
Students with significant learning, adaptive and language needs, which cannot be sufficiently supported through the learning center and/or general education programs



Low staff to student ratio in a program designed to support students in their academics, independent living skills, language development, and physical and behavioral development



Participation with peers in general education for a portion of each day to access a variety of curriculum and activities in inclusive and collaborative ways



Use of an alternative curriculum that is aligned with common core standards & incorporates a combination of essential academic skills, communication skills, life skills, and vocational education

Social Emotional Support Programs (SES) TOHS, NPHS, WHS, & the Waverly Specialized Program

- Individualized support for students with social-emotional and behavioral needs
- Low teacher-to-student ratio, trained paraeducators, and access to mental health providers
- Common Core curriculum
- A strengths-based approach addresses both externalizing behaviors, such as impulsivity and aggression, and internalizing challenges like anxiety and withdrawal
- Focus on maximizing general education access and fostering self-regulation
- Equips students with essential coping skills for long-term success



Conejo Oaks Academy

- Ages 18 through 22
- Present with learning, adaptive, and language needs
- Are working towards a certificate of completion
- Students who are transitioning from high school to adult life through classroom, vocational, and community-based experiences

Our Students in Action

Highlight Video



Questions



Thank you!

