

Continuum of Program Options

Placement and Services

at each school follow the link below

<https://www.capousd.org/subsites/Education--Support-Services/Special-Education-/Community-Advisory-Committee-CAC/index.html>

Below are examples of programs and class types available in CUSD

Program/Placement	Definition
Adult Transition Program (ATP)	ATP begins after completing four years of high school. Students are eligible for ATP through student's 22nd birthday. ATP intended for students who earn a Certificate of Completion. Students eligible for ATP have moderate to significant disabilities and require specialized academic instruction, and assistance in learning functional skills and applying them in the community. Community based instruction is maximized as well as linking the student and family with the necessary support agencies required when the student exits the program. The program prepares young adults with disabilities for independent living and employment. www.capousd.org/subsites/Education--Support-Services/documents/Special-Education/Placement-and-Services/ATP-Brochure-2022.pdf
Bridges - Community Day School	As a Community Day School, students are required to attend 360 minutes per day as part of a comprehensive academic program. Located off site of a comprehensive high school. Bridges serves as an alternative educational setting for students with IEPs for all the high schools within the CUSD SELPA. Bridges provides a highly structured, specialized therapeutic setting for high school students with emotional disabilities. The program was developed in collaboration with Orange County Mental Health and works with many community support programs. www.capousd.org/subsites/Education--Support-Services/documents/Special-Education/Placement-and-Services/Bridges-CDS-Brochure-2022.pdf
Building Language, Academics, and Social Skills through Structured Teaching (BLASST off)	Is an intensive, highly structured, language-based preschool classroom model offering intensity through the concentrated number of quality opportunities for learning engagement, in addition to the comprehensive number of program hours.
Collab Class	Assigned core subject class (English, math, social studies, science) in which some students have IEPs. These classes are taught by general education teachers and have additional assistance from an aide with a special education background.
Community Based Instruction (CBI)	Community Based Instruction - activities in the community targeted towards secondary students that focus on building independence; examples of activities- purchasing items at a grocery store, ordering at a restaurant, riding the bus, using a bank account.
Continued Learning Adult Special Services (CLASS)	Provided for students who have an IEP, have completed 4 years of high school, did not obtain a high school diploma, and who require extra support beyond the fourth year of high school. Typically, students attend for 1 to 3 hours a week through appointments. Students work directly with the CLASS staff individually, or in small group activities. CLASS offers support for Certificate Track and Diploma Track students in the following areas: Earning a high school diploma, career awareness, employment-related social skills, high school equivalency testing, and continued academic support.
Day Treatment or Residential Setting	This program may offer instruction in settings other than classrooms where specifically designed instruction may occur.

Deaf, Hard of Hearing (DHH)	Services are provided to students who are considered to be deaf or hard of hearing. Services may include but are not limited to, identification, direct service, listening devices, audiological interpretation.
Directed Class	A Specialized Academic Instruction (SAI) assigned core subject class (English, math, social studies, science) in which all students have IEPs. These classes are taught by special education teachers; they are typically a smaller size, are close to or at grade level, and move at a slower pace and may include modified curriculum and assignments.
Extended School Year (ESY)	Specialized Academic Instruction and related services provided to students as determined by the IEP team in order to maintain skills previously learned during an extended break. Services are added to the IEP when the IEP team determines that a student's unique needs require special education and related services in excess of the regular academic year. The IEP team considers and may recommend ESY if there is an indication that the student would regress to such an extent that skills cannot be recouped within a reasonable period of time (based on age, grade, length of break, and nature and severity of disability). https://www.capousd.org/subsites/Education--Support-Services/Special-Education-/Extended-School-Year-ESY/index.html
Instruction in the Home, Hospital or Other Institutionalized Setting (HHI)	Instruction in the home, hospitals, and in other institutions, may be provided to the extent required by federal law or regulation.
Language Builders	The Language Builders program is designed to provide preschool aged children with a language rich therapeutic environment. The program focuses on remediation of receptive and expressive language skills. www.capousd.org/subsites/Education--Support-Services/documents/Special-Education/Placement-and-Services/Language-Builders-Brochure-22-23.pdf
Non-Public School (NPS) or Residential Treatment Center (RTC)	Programs that offer specialized instruction and therapeutic support in settings outside of the district.
Related Services	Related Services provided might include, but not be limited to: Language and Speech, Adapted Physical Education, Health and Nursing, Assistive Technology Services, Augmentative and Alternative Communication, Occupational Therapy, Physical Therapy, Individual Counseling, Group Counseling, Parent Counseling, Social Work Services, Psychological Services, Behavioral Intervention Services, Day Treatment Services, Residential Treatment Services, Specialized Services for Low Incidence Disabilities, Specialized Deaf and Hard of Hearing Services, Interpreter Services, Audiological Services, Specialized Vision Services, Orientation and Mobility, Braille Transcription, Transportation, College Awareness/Preparation, Vocational Assessment, Counseling, Guidance and Career Assessment, Work Experience Education, Job Coaching, Mentoring, Agency Linkages (Referral and Placement), and Travel Training.
Specialized Academic Instruction (SAI) in Capistrano Unified	Each school within the District offers specialized academic instruction and related services to meet needs per a student's IEP. There are also specialized programs, such as STEPS, SAC, STARS, and TBIC are only offered at select district locations based on school feeder patterns and regional needs. Program locations may change each year as student enrollment changes and facility needs change. www.capousd.org/subsites/Education--Support-Services/documents/Special-Education/Placement-and-Services/Revised-SAI-brochure-2022.pdf
Special Day Class (SDC)	A term for Specialized Academic Instruction, not currently used in CUSD. This term implies that a student spends more than half of the school day in a special education setting.

Structured Autism Class (SAC)	<p>Are designed for preschool to elementary school-age children classified with ASD (Autism Spectrum Disorder) and other secondary disabilities. These classes are located within regular campuses and are specially configured to provide a structured teaching environment. The program is designed to support students who require a highly structured environment, which utilizes visual schedules, visual transition cards, picture icons for communication, and a combination of other evidence based practices. Some of the methodologies include: PECS (Picture Exchange Communication System), task analysis, social stories, incidental teaching methods, functional communication and sensory integration, to name just a few.</p> <p>Preschool SAC: www.capousd.org/subsites/Education--Support-Services/documents/Special-Education/Placement-and-Services/Preschool-SAC-brochure-2022.pdf</p> <p>Elementary SAC: www.capousd.org/subsites/Education--Support-Services/documents/Special-Education/Placement-and-Services/Elementary-SAC-brochure-2022.pdf</p>
Structured Teaching Educating Prepared Students (STEPS)	<p>A program which focuses on student needs in six major domains: Academics, Daily Living, Vocational, Community, Domestic and Recreation/Leisure.</p> <p>Mainstreaming and inclusion opportunities are individualized in each student's IEP. The overall goal is to increase students' functional skills and independence. This placement is designed for students with severe disabilities that significantly impede the learning process. The classes are designed to support students who require intensive instruction in life skills, vocational and social skills, functional academics, as well as health services. The classes provide an opportunity for students to experience a hands-on learning environment with systematic instruction and support that emphasizes acquisition, maintenance, and generalization of skills. The classes offer planned and organized activities aligned to the Core Curriculum that are functional and developmentally appropriate for each individual student.</p> <p>Pre-Steps: www.capousd.org/subsites/Education--Support-Services/documents/Special-Education/Placement-and-Services/Pre-STEPS-brochure-2022.pdf</p> <p>Elementary STEPS Brochure: www.capousd.org/subsites/Education--Support-Services/documents/Special-Education/Placement-and-Services/Elementary-STARS-Brochure_-2022.pdf</p> <p>Secondary STEPS Brochure: www.capousd.org/subsites/Education--Support-Services/documents/Special-Education/Placement-and-Services/Secondary-STEPS-Brochure-2022.pdf</p>
Support Through Academic Readiness and Social Skills (STARS)	<p>Program for elementary aged students who require slower pace, small group instruction, and the use of specialized strategies that target specific skills development (academic, language, behavior) in order to access the general education curriculum and make progress towards goals. Curriculum used is focused on grade level standards. Supported by special education staff.</p> <p>www.capousd.org/subsites/Education--Support-Services/documents/Special-Education/Placement-and-Services/Elementary-STARS-Brochure_-2022.pdf</p>
Supporting Early Academic and Language Skills (SEALS)	<p>The SEALS Program is a preschool classroom model is based on the premise that early intervention is effective in remediating learning deficits and/or identifying strategies to offset the impact of educational disabilities on young children.</p> <p>www.capousd.org/subsites/Education--Support-Services/documents/Special-Education/Placement-and-Services/Non-Cat-SEALS-Brochure.pdf</p>

Therapeutic Behavior Intervention Class (TBIC)	<p>Available for students whose emotional disabilities significantly interfere with educational progress. Intensive positive behavior interventions are utilized in a supportive environment to assist students in developing more appropriate behaviors, with a goal to transition to a less restrictive setting. These programs are located at select sites around the District, and serve students elementary through high school.</p> <p>Elementary TBIC Brochure: www.capousd.org/subsites/Education--Support-Services/documents/Special-Education/Placement-and-Services/TBIC-Brochure-Elementary-2022.pdf</p> <p>Secondary TBIC Brochure: www.capousd.org/subsites/Education--Support-Services/documents/Special-Education/Placement-and-Services/TBIC-Secondary-Brochure-revised-2022.pdf</p>
Resource/Staff who might work with your student or with your IEP team	
Education Specialist	A teacher certified to teach Special Education curriculum.
Para Educator/Additional Program Support (APS)/ "Aide"	Perform tasks related to the instruction and supervision of students; to perform routine clerical and supportive tasks for instructional personnel; and relative duties as assigned by supervisor. Typically assists a student in accessing their curriculum or daily needs during the school day.
Program Specialist	The Program Specialist, under the supervision of the Director of Special Education, assists in meeting the needs of pupils with exceptionalities; provides support to Special Education teachers and parents through IEP team meetings and in-service opportunities; coordinates with special education teachers and regular classroom teachers to train and support mainstreaming of pupils with exceptionalities; is especially knowledgeable regarding the facets of special education as a resource specialist to pupils/staff for the school district.
Speech and Language Pathologist (SLP)	Often called speech therapists, SLPs are educated in the study of human communication, its development, and its disorders. SLPs assess speech, language, cognitive-communication, and oral/feeding/swallowing skills.
General Definitions	
504 Plan	<p>A plan developed to provide accommodations for a child/student. Each child's needs are determined individually. Determination of what is appropriate for each child is based on the nature of the disabling condition and what that child needs in order to have an equal opportunity to access the educational environment when compared to non-disabled peers.</p> <p>Parent Guide to 504: www.capousd.org/subsites/Education--Support-Services/documents/Special-Education/Placement-and-Services/Parent-Guide-to-Section-504.pdf</p>
Accommodation(s)	A change in curriculum or instruction that does not substantially modify the requirements of the class or alter the content standards or benchmarks.
Adapted Physical Education (APE)	Adapted physical education is for individuals with exceptional needs who require developmental or corrective instruction and who are precluded from participation in the activities of the general physical education program, modified general physical education program, or in a specially designed physical education program in a special class
Alternative Dispute Resolution (ADR)	<p>The Alternative Dispute Resolution (ADR) process is a voluntary opportunity for school district staff and parents to come together and review concerns regarding a child's Individualized Education Program (IEP).</p> <p>ADR Brochure: https://www.capousd.org/subsites/Education--Support-Services/documents/Special-Education/Placement-and-Services/5170106587068328996.pdf</p>

Assistive Technology (AT) Device	Any piece of equipment used to increase, maintain, or improve the functional capabilities of individuals with disabilities.
AAC Augmentative and Alternative Communication	This term falls under the umbrella of Assistive Technology. It refers specifically to devices used in assisting students with communication.
Autism Focused Intervention Resources and Modules (AFIRM)	<u>AFIRM Modules are a free online resource that teaches the step-by-step process of planning for, using, and monitoring an Evidence-Based Practice for people with ASD from birth to 22 years of age. https://afirm.fpg.unc.edu/</u>
Certificate of Completion	Different than a diploma, a certificate of completion states that the student completed high school but did not meet the requirements needed for California high school diploma. Students who's credits towards their diploma were modified to meet their needs compared to accommodated to meet the state standards.
Department of Rehabilitation (DOR)	The California Department of Rehabilitation (DOR) works in partnership with consumers and other stakeholders to provide services and advocacy resulting in employment, independent living, and equality for individuals with disabilities. https://www.dor.ca.gov/
English Language Learners (ELL)	English Language Learners (ELL) are students who come from non-English speaking homes and who are learning English. Although many ELL students have developed basic communication skills in English, they still struggle with academic language.
Free and Appropriate Public Education (FAPE)	FAPE—is defined as special education and related services provided at public expense, under public supervision and direction; that meet the standards of the State of California and of federal law.
Functional Behavior Assessment (FBA)	A process for identifying problem behaviors and developing interventions to improve or eliminate those behaviors. An FBA consists of information-gathering procedures that result in a hypothesis about the function(s) that the behavior is serving for the student.
General Education Classroom (GE)	Students are educated in age appropriate general education classrooms at their neighborhood schools with the necessary accommodations, supports and services to ensure success and progress toward IEP goals and objectives.
Individual Education Plan (IEP)	An IEP is an Individualized Education Program specially designed to meet your child's Special Education needs. It will include present level of educational performance, annual goals and objectives, and indicate what services and/or special programs are needed to achieve the goals. An IEP is reviewed at least annually and can be changed or modified at the request of any member of the IEP team.
Individuals with Disabilities Education Act (IDEA)	The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children. https://sites.ed.gov/idea/
Individualized Transition Plan (ITP)	A written document that, based on assessment data, identifies post-secondary goals for students in training/education, employment, living skills.
Intellectual Disability (ID)	Intellectual disability means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance. The term "intellectual disability" was formerly termed "mental retardation."
Least Restrictive Environment (LRE)	A federal mandate stipulating that, to the maximum extent possible, students with disabilities be educated with their non-disabled peers.
Local Education Agency (LEA)	A public board of education or other public authority within a state that maintains administrative control of public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state. School districts and county offices of education are both LEAs. Under the Local Control Funding Formula, charter schools are increasingly treated as LEAs.
Modification(s)	A change in curriculum or instruction that substantially alters the requirements of the class or its content standards or benchmarks.

Multi-Tiered System of Supports (MTSS)	Multi-Tiered System of Supports, also known as MTSS, defines a system which includes supports in the areas of social-emotional, behavior, and academics to ensure that every learner can be successful. https://www.capousd.org/subsites/MULTI-TIERED-SYSTEM-OF-SUPPORTS/index.html
Occupational Therapy (OT)	Practice of occupational therapy means the therapeutic use of purposeful and meaningful goal-directed activities (occupations) which engage the individual's body and mind in meaningful, organized, and self-directed actions that maximize independence, prevent or minimize disability, and maintain health
Orientation and Mobility (O&M)	A set of skills that allow for a person who is blind or has low vision to independently and safely navigate their way through their environment.
CUSD Parent Handbook	Provides specific action steps and timelines for special education placement in CUSD. https://docs.google.com/document/d/1P8Cw5RBfzUNEHcMybli76X0SbJeS0_I-s3nChKC_Ajk/edit
Physical Therapy (PT)	The practice of physical therapy includes the promotion and maintenance of physical fitness to enhance the bodily movement related health and wellness of individuals through the use of physical therapy interventions
Picture Exchange Communication System (PECS)	The Picture Exchange Communication System, or PECS, allows people with little or no communication abilities to communicate using pictures.
Positive Behavioral Interventions and Supports (PBIS)	An approach used to promote safety and good behavior. The focus is on prevention, not punishment.
Prior Written Notice (PWN)	Prior written notice requires the school to send written explanations of any proposed changes in your child's educational plan. Prior written notice also requires the school to send a written notice if the school denies a parent request.
Special Circumstance Instructional Assistance (Assessment)	An assessment that determines the need for collect data to confirm if additional support for the student is needed. .
Special Education Local Plan Area (SELPA)	SELPA's are dedicated to the belief that all students can learn and that special needs students must be guaranteed equal opportunity to become contributing members of society. SELPA's facilitate high quality educational programs and services for special needs students and training for parents and educators. The SELPA collaborates with county agencies and school districts to develop and maintain healthy and enriching environments in which special needs students and families can live and succeed.
SST (Student Success Team)	A process which is used to focus on providing accommodations/modifications and interventions for a student within the general education environment before a referral is made for special education instruction. The team may consist of the parent, student, principal, teacher, psychologist (and other school personnel as appropriate). www.capousd.org/subsites/Education--Support-Services/documents/Special-Education/Placement-and-Services/Student-Success-Team-Information-for-Families.pdf
Transition Planning	A coordinated set of activities for a student with a disability that is designed with an outcome-oriented process, that promotes movement from school to post school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing adult education, adult services, independent living, or community participation.
Triennial IEP	Every three years, the IEP team will conduct a reassessment of your child in order to determine whether your child continues to have a disability. The review will also provide information about the student's present level of performance and educational needs. Based on this review the IEP team will be able to make a determination on whether your child continues to need special education and related services.
Visual Impairment (VI)	Visual impairment including blindness means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness