



OAKLAND UNIFIED  
SCHOOL DISTRICT

*Community Schools, Thriving Students*

# SPECIAL EDUCATION PROGRAM GUIDE

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## 2018-19 School Year

**Special Education Department**  
510-879-8100

**Legal & Fiscal Team**  
1000 Broadway

**School Support Teams**  
Cole Site, 1011 Union St

# Program Guide

## 2018-2019

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**Please Note:** *This is the 2018-19 school year guide. Though we do not anticipate many significant changes in the locations of our programs, due to the constantly changing nature of students' needs and enrollment patterns, we cannot guarantee the availability of specific programs at specific school sites. Feel free to contact a Program Specialist with any questions regarding our programs.*

## Special Education Mission

All Oakland school communities and departments embrace students with disabilities and provide support and resources to ensure *every student thrives!*



# Special Education Specialist Assignments

## Instructional Coaches and Special Education Coordinators

***Special Education Coordinators** collaborate with site and district leaders to promote the standardization of evidence-based practices and multi-tiered systems of support (MTSS) for students with special needs across the district. Our **Instructional Coaches** are experienced Special Educators who provide oversight, professional development and support to our Special Education Teachers. They ensure IEP compliance, communicate with site staff, and support teams and families with questions or concerns about Special Education programs.*

### Pre-K through 5

#### Elementary Coordinator: Cary Kaufman

<b>Aruna Sokol</b>	<b>Diana Iniguez</b>
ACORN Woodland (3) Encompass (3) Carl Munck (3) Howard (5) Kaiser (1) Bridges @ Melrose (2) Laurel (2) Bella Vista (7) Redwood Heights (3) Peralta (1) Glenview (2.5) Crocker Highland (2)	New Highland (1) RISE (1) Global Family (3) Manzanita Community (4) Manzanita SEED (3) Horace Mann (1) Fruitvale (5) Futures (1) Community United (1) Markham (3) Sequoia (3) Franklin (3) Thornhill (1) Cleveland(2)

<b>Jake Hall</b>	<b>Micaela Reinstein</b>
Burckhalter (3) Brookfield (6) Think College Now (2) International Community School (1) Korematsu (4) Esperanza (1) Allendale (3) Garfield (6) Piedmont (4) Chabot (3) Lincoln (1) Parker (2)	East Oakland Pride (3) Grass Valley (6) Hoover (1) Montclair (1) Sankofa (3) Prescott (2) Emerson (5) Joaquin Miller (3) REACH (1) Lafayette (3.5) Martin Luther King (4)

**6-12**

**Secondary Coordinator:**

<b>Sarah Vogelstein</b>	<b>Samuel Offenberg</b>	<b>Mario Gonzalez</b>
Claremont Montera Roosevelt United for Success Life Academy Westlake	Frick Impact Elmhurst Community Prep Bret Harte Edna Brewer Alliance Academy Roots CCPA	Hillcrest Melrose Leadership Metwest Urban Promise School of Language West Oakland Middle Greenleaf

<b>Noah Tryniewski</b>	<b>Tracey Tashiro</b>	<b>May Chaltiel</b>
McClymonds Oakland High Oakland Tech	Fremont Skyline Castlemont	Madison Park Ralph Bunche Dewey Rudsdale Sojourner Truth Street Academy Oakland International High School Charter Partners: AIMS, BayTech

**Pre-K and Young Adult Programming**

**Burbank Center Administrator**

Tom Guajardo

**Young Adult Program Coordinator:**

David Cammarata

**Related Services Coordinator**

Anne Zarnowiecki

# Continuum of Services

**MILD-MODERATE PROGRAMS** include Resource Specialist Programs, Mild-Moderate Special Day Classes, Inclusion Programs, and the Reading Clinic, as well as programs to support students with visual and hearing impairments.

**MODERATE-SEVERE PROGRAMS** include Moderate-Severe Special Day Classes specialized for students with Autism Spectrum Disorder, cognitive impairments, and complex physical and communicative needs, in addition to Moderate-Severe Inclusion Programs.

**INFANT and YOUNG ADULT PROGRAMS** complete PEC's spectrum of programs by providing early intervention and preparing students for their lives as independent young adults.

**RELATED SERVICES** support students with assessed needs that require Transportation Services, Adaptive Physical Education, Occupational Therapy, Physical Therapy, Assistive Technology, Orientation and Mobility, Vision/Hearing Itinerant Services, and/or Speech-Language Services.

**PSYCHOLOGICAL SERVICES** coordinates psychological assessments, direct therapeutic services, crisis intervention, and staff training in students' social-emotional needs.

## The Spectrum of Special Education Service Options



# Specialized Academic Instruction Continuum

## INCLUSION

*It is the civil right of **every** student to meaningfully participate in general education classrooms and curricula with their age-group peers whenever appropriate. The inclusion educational setting teaches school staff, students, and community the value of diversity, and provides an inclusive learning environment that prepares everyone involved for cooperative living in a diverse community.*

**Inclusive Practices** are facilitated by a Special Educator and may have Special Education Support Staff assist in General Education classrooms. Inclusive Practices are offered in a variety of schools throughout the PreK-12 continuum and prioritizes serving students as close to their homes as possible. Decisions about appropriate student services are based on the specific needs of individual students reflected within each Individualized Education Program (IEP) designed by each IEP Team.

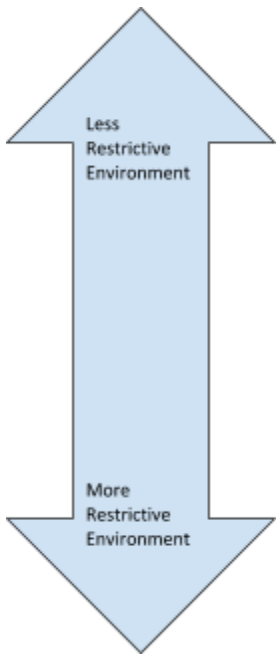
The Individuals with Disabilities Education Act (IDEA) asserts that “to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.”

20 U.S.C. 1412(a)(5)(A)

To ensure access to rigorous, appropriate instruction, OUSD school sites receive the following supports from the Special Education Department to implement Inclusive Practices at their school site:

- Professional Learning for school teams on implementing Inclusive Practices;
- Technical assistance on how to operationalize Inclusive Practices within their specific school setting;
- On-going review and support to improve school site practices through classroom observations and Individualized Education Program (IEP) reviews.

# CONSIDERATIONS FOR INCLUSION



- Could the student be included in content classes with appropriate accommodations, modifications, and variations?
- Can the student be included in content classes with specialized academic instruction?
- Could the student be included in an elective class that targets an area of interest, such as technology, art or music? Can peer supports be utilized to facilitate this integration?
- Could the student be included in the general education setting for recess, community experiences, and special events?
- Are there IEP goals related to social skills, behavior, transitioning or attending that could be met through participation in lunch or play groups?

## Implementing Inclusive Practices

- Special Education staff provide specialized academic instruction in a general education or separate instructional setting based on students’ assessed needs and services indicated in students’ IEPs which are designed by the IEP team. This allows for a student to receive additional support to reach their Individualized Education Program (IEP) goals and make progress in the curriculum specific to their individual needs.
- Students that participate in our Inclusive Practices Schools are included in general education classrooms more than 50% of the time in core curricular subject areas: English Language Arts, Math, Science, Social Studies/History, and an elective (PE and Art). Students must participate in at least three content areas and an elective to be considered an Inclusion student.
- Special Education Support Staff (Paraeducator, Instructional Support Specialist) will accompany a group of students to support their participation in the general education setting and monitor progress towards IEP goals when appropriate and required.
- Inclusive Practices Schools are adequately staffed to support the needs of every student with a disability. We do not set a specific ratio of staff to students beyond the contract soft-cap of 13 students on the caseload of a Special Educator. Special Education Support Staff provide instructional support based on student need and IEP goals. Special Educators supporting school sites with inclusive practices are assigned by school grade levels and are not limited to a specific grade:

Elementary School Special Educator	Supports K-5 Grade Levels
Middle School Special Educator	Supports 6-8 Grade Levels
High School Special Educator	Supports 9-12 Grade Levels



# INCLUSIVE PRACTICES SCHOOLS

## Pre-K and Elementary

SCHOOL SITE	GRADE LEVEL(S)
Acorn Woodland (Integrated)	Pre-K K 1-2 2-3
Allendale (Integrated)	Pre-K
Bella Vista	K-5
Carl Munck	K-5
Chabot	K-5
Cleveland	K-1
Crocker Highlands	K-5
Encompass	K-5
Fruitvale	K-5
Garfield	K-5
Hillcrest	K-5
Joaquin Miller	K-5
Laurel	K-5
Lockwood (Integrated)	Pre-K
Markham	K-5
Piedmont Avenue	K-5
Redwood Heights	K-5
Sequoia	K-5
Sankofa/Emerson (Integrated)	Pre-K
United Nations (Integrated)	Pre-K

**Secondary**

SCHOOL SITE	GRADE LEVEL(S)
Bret Harte	6-8
Edna Brewer	6-8
Madison	6-12
Montera	6-8
Castlemont	9-12
Coliseum College Prep (CCPA)	6-12
Oakland International	9-12
Oakland Tech	9-12
Skyline	9-12
Skyline (Integrated)	9-12
MetWest	9-12

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## RESOURCE

Students that participate in a general education classroom with an identified mild to moderate disability documented in an Individualized Education Program (IEP) participate in Resource. Students that receive resource support participate in the general education setting the majority of their school day. Resource students range in age from PreK- age 22.

Resource Practices include Resource Specialists conduct educational assessments and provide instruction and special education support services to students with mild to moderate disabilities who are assigned to general education classroom teachers for a majority of a school day. an Individualized Education Program (IEP) and/or Individualized Transition Plan (ITP) developed by the special education team.

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PURPOSE	INTERVENTION	INCLUSION
<p>Resource Specialists...</p> <ul style="list-style-type: none"><li>● <b>assess students</b> with suspected or current disabilities to determine areas of need;</li><li>● provide <b>targeted instruction</b> to maximize students' capacity to progress in the General Education setting;</li><li>● liaise with General Education teachers to embed <b>accommodations and supports</b> to meet the needs of diverse learners.</li></ul>	<p>Each Resource Specialist sources intervention materials unique to the needs of the caseload, including:</p> <ul style="list-style-type: none"><li>● <b>adapted General Education materials</b> to support students with their progress in the general curriculum;</li><li>● <b>goal-specific</b> resources to identify and close gaps in essential skills;</li><li>● tools and strategies to support <b>executive functioning and behavior</b> as needed.</li></ul>	<p>The Resource Specialist Program enables students to remain in the Least Restrictive Environment while receiving the specialized instruction they need to continue to progress academically. Students receiving RSP support remain in their general classes for the majority of their instructional day.</p> <p>Each student's IEP team can develop a plan that includes 'push in' or 'consultation' support without removing the student from the General Education setting.</p>

*In order to provide necessary services in the least restrictive manner possible, each OUSD school site has the services of a Resource Specialist.*

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## MILD-MODERATE SPECIAL DAY CLASSES (M/M SDC)

*The Mild-Moderate SDC is a self-contained classroom that provides Specialized Academic Instruction for students with mild to moderate learning impairments. Separate classes are a more restrictive setting and provide services to students with more intensive needs who require 51% or more of their day in a Separate Special Education Classroom to meaningful benefit from Instruction.*

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PURPOSE	INTERVENTION	INCLUSION
<p>Our Mild-Moderate Special Day Classes:</p> <ul style="list-style-type: none"><li>• providing <b>targeted, individualized intervention</b> in core content areas;</li><li>• implementing <b>tools and accommodations</b> to minimize the impact of students' disabilities on their academic progress;</li><li>• integrating <b>behavioral, social-emotional, and organizational supports</b> based on student needs.</li></ul>	<p>Students in M/M SDC classes receive targeted instruction in mathematics, reading and writing through a multifaceted curriculum, which may include:</p> <ul style="list-style-type: none"><li>• <b>adapted General Education materials</b> aligned to Common Core State Standards;</li><li>• <b>modified intervention</b> curriculum based on students' IEP goals and assessed needs;</li><li>• <b>access to classroom technology</b> to support the development of 21st-century skills.</li></ul>	<p>As with all of our programs, students in mild-moderate Special Day Class settings are served in the <b>Least Restrictive Environment</b> based on their individual needs and interests.</p> <p>They may participate in General Education Physical Education, electives, and/or core content classes in accordance with their IEP goals and services, and they are encouraged to participate in school-wide special events.</p> <p>Based on their grade level, students also have opportunities for socialization during mealtimes and recess.</p>

*To maximize student learning, **Mild-Moderate Special Day Class settings** provide a smaller class size than a typical General Education classroom and often have a paraprofessional to help meet student needs and facilitate small-group lessons. There are programs located throughout each network from Pre-K through 12th grade.*

# MILD-MODERATE SPECIAL DAY CLASS SITES

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## Pre-K and Elementary

SCHOOL SITE	GRADE LEVEL
Burbank	Pre-K
MLK Jr. Elementary	Pre-K
Bella Vista	2-3 4-5
Brookfield	K-2
Emerson	K-2 3-5
Encompass	4-5
East Oakland Pride	1-3 4-5
Garfield	K-2 3-5
Global Family	1-3 4-5
Grass Valley	K-1 2-3 4-5
Joaquin Miller	3-5
Korematsu	K-2
Lafayette	1-3 4-5
Manzanita Community	K-1 2-3 4-5
Manzanita SEED	K-2 3-5
Markham	1-2 2-3

## Secondary

SCHOOL SITE	GRADE LEVEL
Alliance Academy	6-8
Bret Harte	6-8
Coliseum College Prep (CCPA)	6-8
Elmhurst Community Prep (ECP)	6-8
Edna Brewer	6-8
Frick	6-8
James Madison	6-8
La Escuelita	6-8
Montera	6-8
Roosevelt	6-8
United for Success	6-8
Westlake	6-8
West Oakland Middle	6-8
Fremont	9-12
McClymonds	9-12
Oakland High	9-12
Oakland Tech	9-12

## MODERATE SPECIAL DAY CLASSES (MOD SDC)

*The Moderate SDC is a self-contained classroom that provides Specialized Academic Instruction for students with learning impairments that require more comprehensive intervention in the areas of functional and daily living skills.*

PURPOSE	INTERVENTION	INCLUSION
<p>Our Moderate Special Day Classes are:</p> <ul style="list-style-type: none"><li>● providing <b>targeted, individualized intervention</b> in core content areas;</li><li>● implementing modified, specialized curricula to support students' independence with functional academic tasks;</li><li>● integrating <b>behavioral, social-emotional, and organizational supports</b> based on student needs.</li></ul>	<p>Students in MOD SDC classes receive targeted instruction in mathematics, reading and writing through a multifaceted curriculum, which may include:</p> <ul style="list-style-type: none"><li>● <b>alternative curriculum</b> with embedded visual supports and manipulatives;</li><li>● <b>daily living and functional skill intervention</b> curriculum based on students' IEP goals and assessed needs;</li><li>● <b>access to classroom technology</b> to support the development of 21st-century skills.</li></ul>	<p>As with all of our programs, students in moderate Special Day Class settings are served in the <b>Least Restrictive Environment</b> based on their individual needs and interests.</p> <p>They may participate in General Education Physical Education, electives, and/or core content classes in accordance with their IEP goals and services, and they are encouraged to participate in school-wide special events.</p> <p>Based on their grade level, students also have opportunities for socialization during mealtimes and recess.</p>

*Moderate Special Day Classes have a higher staffing ratio than our Mild-Moderate programs to support more intensive modification of curricula. These students may move into less restrictive environments over time or remain in the program and transition to Young Adult Program services. There are programs located throughout each network from Pre-K through 12th grade.*

# MODERATE SPECIAL DAY CLASS SITES

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## Pre-K and Elementary

SCHOOL SITE	GRADE LEVEL
Emerson (AUT Emphasis)	Pre-K-5
Howard (AUT Emphasis)	K-5
Allendale (AUT Emphasis)	K-2
Franklin	K-5
Lowell Complex (MLK/Lafayette)	K-5
Grass Valley	K-5
Claremont	6-8
Alliance	6-8
Roosevelt	6-8
Montera (AUT Emphasis)	6-8
Castlemont	9-12
Oakland High	9-12
Oakland Tech	9-12
Skyline	9-12



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## MODERATE-SEVERE SPECIAL DAY CLASSES (M/S SDC)

*The Moderate-Severe SDC is a self-contained classroom that provides instruction with an emphasis on functional and daily living skills. These programs are designed for students with significant physical and cognitive disabilities and those profoundly impacted by Autism Spectrum Disorder.*

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PURPOSE	INTERVENTION	INCLUSION
<p>Our M/M SDC programs seek to maximize students' access to General Education curricula by:</p> <ul style="list-style-type: none"><li>• providing <b>small-group and individualized instruction</b> in functional skills and basic academic concepts;</li><li>• integrating <b>communication, behavioral and mobility supports</b>;</li><li>• preparing students for the transition to young adulthood through a focus on <b>independent living and self care</b>.</li></ul>	<p>Students in M/S SDC classes receive multimodal instruction, including:</p> <ul style="list-style-type: none"><li>• based on learning style, teachers employ a variety of <b>hands-on learning strategies, Applied Behavior Analysis principles, and Discrete Trial</b> to support basic academic skills;</li><li>• <b>transition planning</b> focused on communication and self-help skills;</li><li>• <b>community outings</b> to support the development of independence and safety awareness.</li></ul>	<p>Students in M/S SDC settings are included to the maximum extent possible in light of their IEP services and needs. Opportunities for integration into the General Education setting may include Physical Education, art, and other classes.</p> <p>Many secondary sites offer school jobs to support communication and job skill development.</p> <p>Students also have opportunities for socialization during mealtimes and school-wide special events, and many programs embed frequent opportunities for community-based instruction.</p>

*Our **Moderate-Severe SDC** programs are small-group settings with additional support staff to attend to students' physical and academic needs. These programs are located throughout Oakland from preschool through age 22. Within this category of program, some sites offer a more academically-focused setting for students moderately impacted by cognitive, physical or behavioral disabilities who require more intensive support than our Mild-Moderate programs provide.*

# MODERATE-SEVERE SPECIAL DAY CLASSES

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## Pre-K and Elementary

SCHOOL SITE	GRADE LEVEL
Burbank	Pre-K
Burckhalter	Pre-K
Montclair	Pre-K
Sankofa Academy	Pre-K
Bella Vista	K-2 3-5
Brookfield	K-2 K-2 3-5 3-5
Burckhalter	K-2 3-5
Carl Munck	K-2
Garfield	K-2 3-5
Korematsu	K-2
Piedmont Avenue	K-2 3-5
Sankofa Academy	K-2 3-5

## Secondary

SCHOOL SITE	GRADE LEVEL
Bret Harte	6-8
Claremont	6-8
Edna Brewer	6-8
Parker	6-8
Roosevelt	6-8
Roots	6-8
Westlake	6-8
Castlemont	9-12
Oakland High	9-12
Oakland Tech	9-12
Skyline	9-12

## MODERATE-SEVERE T.A.C.L.E. PROGRAM

The Technology and Augmentative Communication for Learning Enhancement (TACLE) program began as a partnership between Oakland Unified and the Bridge School, and it has grown to a K-Young Adult continuum of support for students with complex communication needs. TACLE provides Specialized Academic Instruction with embedded communication supports for students whose complex communication needs require the use of voice output devices and/or nonverbal communication methods.

PURPOSE	INTERVENTION	INCLUSION
<p>Students in the TACLE program receive specialized instruction to:</p> <ul style="list-style-type: none"> <li>• <b>address communication breakdowns</b> to maximize students' participation in General Education;</li> <li>• provide <b>targeted instruction with embedded AT/AAC support</b> in academic and functional skill domains.</li> </ul>	<p>Students in TACLE receive a diverse array of support, such as:</p> <ul style="list-style-type: none"> <li>• <b>assessment and development of communication systems</b> that work best for each child;</li> <li>• <b>transition planning</b> focused on functional communication skills;</li> <li>• a rigorous blend of <b>adapted General Education materials and center-based, modified curricula</b> aligned to IEP goals.</li> </ul>	<p>TACLE teachers and staff are passionate about providing opportunities for the programs' students to practice meaningful communication with peers and adults through inclusion experiences.</p> <p>Based on each student's present levels and needs, inclusion instruction through electives and/or content classes is available daily. Some students are included for several periods per day with paraprofessional support.</p> <p>Students also have opportunities for socialization during special events, trips and community outings.</p>

School Site	Grade Level
Redwood Heights	K-2 3-5
Claremont Middle	6-8
Oakland High	9-12
Cole Campus (Young Adult Program)	YA

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## COUNSELING ENRICHED SPECIAL DAY CLASSES (CE SDC and ICE SDC)

*Special Education provides a spectrum of mental health-related supports for students who have areas of need related to their social-emotional or behavioral development. Some of these students require more significant support in this area and benefit from a counseling-enriched setting to meet their IEP goals. The Counseling Enriched (CE) and Intensive Counseling Enriched (ICE) SDCs provide targeted academics in conjunction with small-group behavioral support and individual counseling.*

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PURPOSE	INTERVENTION	INCLUSION
<p>Our CE and ICE SDC programs aim to support students by:</p> <ul style="list-style-type: none"><li>• developing and implementing <b>individual and group therapeutic supports</b>;</li><li>• increasing students' academic skills through <b>targeted instruction</b> in a therapeutic setting;</li><li>• coordinating behavioral and emotional goals and services with families and agencies.</li></ul>	<p>Students in the CE and ICE SDCs have access to intensive academic and emotional supports, including:</p> <ul style="list-style-type: none"><li>• <b>direct therapy</b> and social-emotional skill building provided by licensed social workers;</li><li>• <b>outpatient and family supports</b> for ICE programs through partnerships with outside mental health agencies;</li><li>• academic instruction through <b>adapted General Education materials and center-based, modified curricula</b> to support reading, writing and math.</li></ul>	<p>The mission of the Counseling Enriched Programs is to provide the therapeutic supports necessary for students to achieve academic development. To the maximum extent possible in consideration of academic and behavioral needs, students also have access to General Education content courses and/or electives in their individual areas of interest.</p> <p>Students in both CE and ICE Special Day Classes integrate with General Education peers for meals, special events and recess/leisure activities.</p>

*In addition to social workers and credentialed Special Educators, the **CE and ICE** classes also offer paraprofessional staff to enable classes to fully differentiate learning for individual students' needs. These programs are available for school-aged children in grades K-12.*

# COUNSELING ENRICHED CLASSES

## Elementary

School Site	Grade Level
Bridges (ICE)	4-5
Howard (ICE)	K-2
Lafayette (CE)	3-5
MLK (CE)	K-2
PLACE at Prescott (ICE)	4-5
Sequoia (ICE)	1-3
Think College Now (ICE)	4-5

## Secondary

School Site	Grade Level
Bret Harte (ICE)	6-8
Edna Brewer (CE)	6-8
Frick (CE)	6-8
Montera (ICE)	6-8
Roosevelt (CE)	6-8
Roots (CE)	6-8
Urban Promise (ICE)	6-8
Westlake (ICE)	6-8
West Oakland Middle (ICE)	6-8
Castlemont (ICE)	9-12
Fremont (ICE) Fremont (CE)	9-12
McClymonds (CE)	9-12
Oakland High (ICE)	9-12
Oakland Tech (CE)	9-12
Skyline (ICE) (CE)	9-12 9-12
Rudsdale Campus (CE)	9-12

# PROGRAMS FOR THE HEARING AND VISION IMPAIRED

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## **Deaf-Hard of Hearing SDC (D-HOH SDC)**

*The Oakland Unified School District Deaf and Hard of Hearing Program (D/HH) provides a variety of programs and services designed to meet the individual needs of students with hearing impairments. This encompasses students from birth through 21 years old whose hearing impairment, even with correction, adversely affects educational performance.*

### **PROGRAM OPTIONS**

**Infant Program:** This program provides both home and center-based instruction from birth to three years old. Parent support and education are key parts of the program.

**Preschool:** This program is designed for hearing impaired students ages three through five. The goal is the development of linguistic competence and communication. The program uses a total communication system including sign language and oral communication. Students have the opportunity to integrate with age appropriate peers to facilitate the development of social skills.

**Special Day Class Programs:** Classes for the hearing impaired students are available at designated elementary and middle schools. Credentialed teachers of the deaf provide instruction designed for continued language development in the student's primary mode of communication and access to core educational curricula. Students have the opportunity for mainstreaming with hearing peers. Educational Interpreters are available for students taking classes in the regular education program, and home supports--such as sign language classes--are available for families.

**Secondary Programs:** High school-aged deaf students are most often referred to the California School for the Deaf in Fremont in order to have access to increased opportunities for socialization with a larger group of deaf peers. Students who remain in Oakland public schools are placed in the most appropriate program type to meet their needs, and interpreters and itinerant staff are available to provide specialized support.

**Itinerant Programs:** Some hard of hearing students attend their neighborhood schools. These students receive support services from itinerant teachers of the deaf, who provide tools, adapted materials, and consultative support to classroom teams.

#### **Teachers of the Hearing Impaired**

Rebecca Del Bono

Katy Givler

Lisa Sully

Lara Lawrence

Jennifer Watt

## Programs for Students with Visual Impairments

*The Visually Impaired Program provides a variety of programs and services designed to meet the individual needs of a broad spectrum of students with visual impairments. The term visually impaired includes both partially seeing and blind students. Students from birth through age 21 are eligible for services.*

### PROGRAM OPTIONS

**Infant Program:** This program provides both home and center-based instruction. The infant program is designed to encourage the visually impaired child's awareness of the world and emerging learning style. Parent support and education are key parts to the program.

**Preschool Program:** This program is designed for students aged 3-5. The preschool program provides both classroom instruction and home support. The goal is to help young visually-impaired students function at their highest possible level before they enter school-aged programs.

**Special Day Mainstream Programs:** Students with visual impairments are often enrolled in designated elementary, middle school and senior high school in special day classes. Students are mainstreamed into regular classes for varying degrees of the school day. These programs feature a full-time teacher of the visually impaired available to facilitate each student's educational program, along with specialized tools and materials to support inclusion. During one or more periods of the school day, instruction may be offered in the specialized subjects such as Braille, visual efficiency, typing and computers.

**Itinerant Programs:** Some students with visual impairments attend their neighborhood school. These students may receive instruction/services at specific times from itinerant teachers of the visually impaired. Listening skills, visually efficiency, use of specialized equipment and academic skills may be taught. Itinerant teachers work closely with school staff to ensure program objectives are met and materials are available so that students may function effectively in their classroom.

**Orientation and Mobility:** O&M training prepares students to travel independently in a safe and efficient manner at school, in their community and on public transportation. Specialized instruction might also focus on living skills. Information regarding the development and reinforcement of these skills will be shared with educators and parents.

<b>Orientation and Mobility Teachers</b> Winnie Chan Jody Sinclair Lisa Gessow	<b>Itinerant Teachers of the Visually Impaired</b> Leah Mitsuyoshi Michelle Moore Mary (Toni) Rosso
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# INFANT AND YOUNG ADULT PROGRAMMING

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## Early Start Infant Program

OUSD Early Start Infant Program at Burbank provides services to infants and toddlers ages 0-3years. This program supports infants who are identified as having a solely low incidence disability such as Deaf/Hard of Hearing, Visual Impairment or Orthopedic Impairment. Once a child is referred to the program, the team (parents and professionals) creates an IFSP (Individualized Family Service Plan) to set the services provided. The IFSP is designed to support the infant's development, the family's understanding of the infant's disability and how the family can support the infant's development. The program also hosts the Little Steps Playgroup, which is a once a week playgroup for children with disabilities who would benefit from a socialization opportunities.

## Young Adult Programs: Community Immersion Program (CIP) and Community Mainstream Program (CMP)

The Young Adult Program is our transition program for students with moderate to severe disabilities aged 18-22 years old. The overall goal of the program is to support students become responsibly independent young adults in their community through opportunities for job/vocational training, post-secondary/ continuing school education, mobility training, instructions on various independent living skills in the community, and self-determination skills.

There are two kinds of Young Adult Programs. The Community Inclusion Program (CIP) is a full community inclusion program where students are in the community 80% - 100% of the time. The community serves as the "big" classroom where instruction takes place for students to acquire, maintain, and generalize life skills. Our Community Mainstream Program (CMP) is a part-time community inclusion program where students are taught life skills in the community in less than 80% of the time due to medical, behavioral, or other challenges. Both programs are based on students' transition goals and the students' dreams for their future as adults members of their community.

## Young Adult Programs

School Site	Grade Level
CIP 1 (Laney) CIP 3 (Laney)	Young Adult Transition
CIP 2 (Merritt) CIP 4 (Merritt)	Young Adult Transition
CIP 5 (College of Alameda) CIP 7 (College of Alameda)	Young Adult Transition
CIP 6 (Cole) CIP 8 (Cole)	Young Adult Transition
CIP 9 (FM Smith)	Young Adult Transition
CMP 1 (DeFramery Park)	Young Adult Transition
CMP 2 (Cole)	Young Adult Transition

## PSYCHOLOGICAL SERVICES

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The Psychological Services Department supports both special and general education students, the Diagnostic Center, school sites, and parents in a variety of important areas to support the cognitive, processing and behavioral development of Oakland's schoolchildren.



Our psychologists' central offices are located at 1011 Union Street in the back building. Each psychologist supports one or more school sites with Special Education assessments, and many psychologists also serve on schools' Coordination of Services Team (COST) and Student Success Team (SST) to provide consultative support for struggling students.

**For psychologists' site assignments, please contact Psychological Services Coordinator Valerie Lopes at [valerie.lopes@ousd.org](mailto:valerie.lopes@ousd.org).**

## RELATED SERVICES and SUPPORTS

### **Speech/Language**

Speech and/or language impairments are a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance. Speech Pathologists serve students from preschool through young adulthood.

Speech-language pathology services include:

- Identification of children with speech or language impairments;
- Diagnosis and appraisal of specific speech or language impairments;
- Referral for medical or other professional attention necessary for the habilitation of speech or language impairments;
- Provision of speech and language services, including direct therapy and/or consultation;
- Counseling and guidance of parents, children, and teachers regarding speech and language impairments.

### **Assistive Technology**

Assistive Technology is any device that helps a person with a disability complete an everyday task. Assistive technology can be "low-tech" (something very simple and low-cost, like a pencil grip), or "high-tech" (something sophisticated, like a computer).

Assistive technology service means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. The term includes:

- The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment;
- Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;
- Selecting, designing, customizing, adapting, maintaining, and repairing assistive technology devices;
- Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
- Training or technical assistance for children, families and professionals (including individuals providing education or rehabilitation services), or others who are substantially involved in the major life functions of that child.

### **Occupational and Physical Therapy**

School-based occupational and physical therapy is designed to enhance the student's ability to fully access and be successful in the learning environment. Services might include:

- Working on handwriting or fine motor skills to increase access to core curricula;
- Supporting the child and site team by providing and maintaining adapted materials, tools and equipment to meet motor-related IEP goals;
- Supporting independence in the school setting through mobility supports or helping the child organize himself or herself in the environment;
- Providing consultation to school staff and families regarding methods to support students' motor-related needs.

## **Adaptive P.E.**

Adapted Physical Education is physical education, which has been adapted or modified, so that it is as appropriate for the person with a disability as it is for a person without a disability. Federal law mandates that physical education be provided to students with disabilities and defines Physical Education as the development of physical and motor skills, as well as foundational motor patterns.

The services provided by an APE teacher include:

- Assessment of individuals and environments to support inclusive motor development;
- Consultative or direct support in physical education and motor skill development;
- Evaluation, provision and maintenance of specialized or adapted equipment;
- Adaptation or modification of physical education standards based on student need.

The APE teacher is a direct service provider, not a related service provider, because physical education for children with disabilities is a federally mandated component of special education services [U.S.C.A. 1402 (25)]. This means that physical education needs to be provided to the student with a disability as part of the special education services that child and family receive.

## **Home & Hospital Instruction**

The Home and Hospital Instruction Program serves students who incur a temporary disability, which makes attendance in the regular day classes, special education, or alternative education program impossible or potentially hazardous to the child's safety or wellbeing. The district in which the home or residential health facility is located is responsible for instructing and educating pupils who must be hospitalized or remain at home due to a temporary but extended illness or disability. The goal of home or hospital instruction is the maintenance of the pupil's former level of performance while recovering.

## **Orientation and Mobility**

O&M training prepares students to travel independently in a safe and efficient manner at school, in their community and on public transportation. Specialized instruction might also focus on living skills.

## **Nursing Services**

The credentialed school nurse is essential to the multidisciplinary IEP team process. In compliance with the California Education Code, the credentialed school nurse assesses students in the suspected area of disability. The assessment includes vision and hearing screening and medical history evaluation. If a student is identified during the screening process or has a diagnosed health condition, the nurse follows up with the parent, health care provider and the IEP team to develop a Service Plan and Individualized Healthcare Plan (IHP) which ensures the student's health condition is managed during school hours.

Responsibilities include:

- Assessing students for Initials, 30-Day Transfers, Triennials, and updating reports for students who have an annual IEP and a health-related condition;
- Writing and/or providing services for students with health conditions;
- Providing training and support to classroom teams in the administration of medication, medical procedures, or health-related accommodations;
- Communicating with families and healthcare professionals to ensure the school has updated, complete information about each student's medical conditions and needs.

## RELATED SERVICE and SUPPORTS TEAMS

Occupational and Physical Therapy	Assistive Technology Specialists
<p><b>Occupational Therapy</b></p> <ul style="list-style-type: none"> <li>● Nicolette Danielsen</li> <li>● Susan Delpino</li> <li>● Phoebe Nguyen</li> <li>● Carolyn Emrich</li> <li>● Danielle Posey</li> <li>● Micky Woodrow</li> <li>● Wynne Sarran</li> <li>● Joanna Swanton</li> </ul> <p><b>Physical Therapy</b></p> <ul style="list-style-type: none"> <li>● Pam Lellis</li> <li>● Margaret Bray</li> </ul>	<ul style="list-style-type: none"> <li>● Stacy Springer</li> <li>● Jenna Williams</li> <li>● Sandra Chavarria</li> <li>● Jamie Dixon</li> <li>● Patty McTigue</li> </ul>
Adaptive PE Teachers	Home and Hospital Instructors
<ul style="list-style-type: none"> <li>● Izek Campion</li> <li>● Markus Douglas</li> <li>● Amarah Mehar</li> <li>● Phyllis Major-Mitchell</li> </ul>	<ul style="list-style-type: none"> <li>● Mary Ann Hill</li> <li>● Jane Woo</li> <li>● Beverly Robinson</li> <li>● MaryAnn Wittenberg</li> </ul>
Transportation Services	
<ul style="list-style-type: none"> <li>● Director: Kim Raney</li> <li>● Transportation Manager: Rena Moore</li> <li>● Transportation Customer Service: TBD</li> </ul>	

For Speech-Language assignments, please contact Anne Zarnowiecki at [anne.zarnowiecki@ousd.org](mailto:anne.zarnowiecki@ousd.org).

## **Transition Partnership Project**

The Transition Partnership Project (TPP) is a school-to-career program jointly operated by the Oakland Unified School District's (OUSD) Programs for Exceptional Children Department and the California State Department of Rehabilitation (DOR). The program's goal is to assist students as they make the transition from high school to post-school activities, such as, vocational training, advanced education, or employment. Through the program each student's transition needs are identified, and he/she receives support to complete post-high school education or enter the world of work.

Students with a current Individual Education Plan/Individual Transition Plan (IEP/ITP) use this process to apply to the TPP program and to enroll in the school-site TPP English class. Each spring students and families are asked to complete an application packet prior to an interview session with the DOR Vocational Rehabilitation Counselor and the OUSD's Lead Transition Specialist. The student must have a documentable disability to be eligible for DOR funding; currently attending an OUSD high school program that offers a TPP English class; and is recommended by a high school counselor or special education teacher. The DOR Vocational Rehabilitation Counselor works together with the student/DOR client as a team to develop a plan to reach the participant's career goal. This plan is called an Individual Plan for Employment (IPE), and services and activities are created to align to this plan.

Post-graduation services may include specialized training or job placement. Participants work toward an occupation/career goal, and may participate in Regional Occupation Programs (ROP), adult school, or other vocational training programs. Those who select a goal requiring advanced education are encouraged to utilize local community colleges and the Programs and Services for Students with Disabilities (PSSD) Center on each campus. DOR funds participants' tuition, books, supplies, and transportation, as appropriate, after eligible participants provide proof of having applied for financial aid.

### **TPP TEAM CONTACT INFORMATION:**

David Cammarata, Project Coordinator  
Community Relations Assistant: Erika Mayorquin  
Carmen Buenger, Case Manager  
Melissa Foster, Case Manager  
Frank Wang, DOR Counselor  
Dana Mitchell, DOR Counselor

EVERY STUDENT *THRIVES!*



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**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*