



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

SPECIAL EDUCATION PROGRAM GUIDE

2020/21 School Year

Special Education Department
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Santa Fe site
915 54th Street, Oakland, CA 94608

Para el guía del programa en español, [haga clic aquí.](#)

Program Guide

2020-2021

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Please Note: *This is the 2020-21 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 department team member 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 Department Team

Superintendent of Schools: Kyla Johnson-Trammell

Chief Academic Officer: Sondra Aguilera

Jennifer Blake

Executive Director of Special Education

Oakland SELPA Director

Special Education Coordinators

*Our **Coordinators** are experienced Special Educators who provide oversight, professional development and support to our Special Education programs. They ensure special education compliance, collaborate with site leaders, site teams, and other district departments, and support teams and families with questions or concerns about Special Education programs. Our Coordinators supervise our team of SpEd Teachers on Special Assignment, School Psychologists, Social Workers, and all Related Services Providers, along with our Burbank Preschool and Young Adult Program teachers and support staff.*

Special Education Coordinators:

- Alli Guilfoil, Elementary Networks 2 and 3
- Anne Zarnowiecki, Related Services and Nonpublic Schools
- Cary Kaufman, Elementary Network 4 and Middle Schools
- David Cammarata, Young Adult and Transition Services
- Neku Pogue, High Schools and Alternative Education
- Stacey Lindsay, Psychological and Mental Health Services
- Theresa Lozach, Early Childhood Education and Burbank Site Administrator

Special Education Instructional Coaches

*Our **Instructional Coaches** are experienced Special Educators who provide oversight, professional development and support to our Special Education programs. They provide coaching and consultation to special education teachers, and support site teams and families with questions or concerns about Special Education programs.*

Elementary

Aruna Sokol	Bonnie Levin	Jake Hall
Acorn Woodland Bella Vista Bridges Academy Carl Munck Crocker Highlands Encompass Academy Glenview Laurel Peralta Piedmont Avenue	Allendale Cleveland Franklin Fruitvale Howard Martin Luther King, Jr. Sequoia Thornhill	Brookfield Village Burckhalter Chabot Esperanza Garfield Horace Mann International Community School Korematsu Lincoln Redwood Heights Think College Now

Kristen Hynes	Micaela Reinstein
Community United (CUES) Futures Global Family Greenleaf (K-8) Hillcrest (K-8) La Escuelita (K-8) Manzanita SEED Melrose Leadership Academy (K-8) New Highland RISE Reach	East Oakland Pride Emerson Grass Valley Hoover Joaquin Miller Manzanita Community Markham Montclair Prescott Sankofa United

Stephanie Jemilo	Tori Partridge
Parker (K-8)	Madison Park Lower

6-12 and Young Adult

Tori Partridge	Samuel Offenberg	Kristin Murakoshi
Claremont Edna Brewer Madison Park Upper Montera	Bret Harte CCPA Elmhurst United Frick/ SOL	McClymonds Oakland Tech Roosevelt

Stephanie Jemillo	Tracey Tashiro
Life Academy Oakland High Parker (K-8) United for Success Westlake	Castlemont Fremont Skyline

May Chaltiel	Kristen Hynes
Civicorps Community Day Dewey Metwest Oakland International Ralph Bunche Rudsdale Sojourner Truth Street Academy High School Charter Partner: AIPCS	Greenleaf (K-8) Hillcrest (K-8) La Escuelita (K-8) Melrose Leadership Academy (K-8) Urban Promise Academy West Oakland Middle

Young Adult & Transition Services
David Cammarata, Coordinator Young Adult Program, Career Transition Services Department

Early Childhood
Theresa Lozach, Coordinator & Site Administrator, Burbank Pre-K Alison Burke, ECE Program Specialist

Continuum of Services

MILD-MODERATE PROGRAMS include Resource Specialist / Inclusive Programs, Mild-Moderate Special Day Classes, Counseling-Enriched Programs, as well as programs to support students with visual and hearing impairments.

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

INFANT and YOUNG ADULT PROGRAMS complete our department 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



Curriculum

The general education core curriculum is a base for all students, with accommodations, supplemental instruction, and modifications as needed. In mild-moderate programs, targeted intervention curricula is utilized to supplement the general education core curricula in order to address students' areas of need. For example, TK-8 mild-moderate programs may utilize SPIRE Reading Intervention and V-Math (Voyager Math) curricula. Our high school mild-moderate programs may utilize Language! Live for reading and Trans Math curricula. In our moderate-extensive programs, a core replacement curricula most often provides the base instruction, and our teams use Unique Learning System & News-2-You.

Programs, by site

Elementary School (grades TK-5)

<i>School</i>	<i>Mild-Mod SDC</i>	<i>Mod SDC</i>	<i>Mod-Ext SDC</i>	<i>Inclusive Services</i>	<i>Counseling Enriched</i>
ACORN Woodland				X	
Allendale			X		
Bella Vista			X	X	
Bridges Academy			X		
Brookfield Village			X		
Burckhalter			X		
Carl Munck			X		
Chabot			X	X	
Cleveland				X	
Community United (CUES)			X		
Crocker Highlands				X	
East Oakland Pride	X				
Emerson			X	X	
Encompass Academy				X	
Esperanza			X		
Franklin		X		X	
Fred T. Korematsu	X				
Fruitvale	X			X	
Garfield	X		X	X	
Glenview	X				
Global Family	X				

School	Mild-Mod SDC	Mod SDC	Mod-Ext SDC	Inclusive Services	Counseling Enriched
Grass Valley	X	X			
Hoover			X		
Howard			X	X	X
Joaquin Miller	X			X	
Laurel				X	
Madison Park (Lower)	X				
Manzanita Community	X				
Manzanita SEED	X				
Markham				X	
Martin Luther King, Jr.	X	X			X
Melrose Leadership Academy	X				
Montclair			X	X	
Piedmont Avenue			X	X	
Prescott					X
Redwood Heights			X		
Sankofa United			X		
Sequoia				X	X
Think College Now					X

Middle Schools (grades 6-8)

<i>School</i>	<i>Mild-Mod SDC</i>	<i>Mod SDC</i>	<i>Mod-Ext SDC</i>	<i>Inclusive Services</i>	<i>Counseling Enriched</i>
Bret Harte	X	X	X	X	
Claremont		X	X	X	
Edna Brewer	X		X	X	X
Elmhurst United	X	X			
Frick Impact	X				X
Montera	X	X	X	X	X
Roosevelt	X	X	X		X
United for Success	X	X	X		
Urban Promise Academy					X
West Oakland Middle	X				
Westlake	X		X		X
La Escuelita (K-8)	X				
Parker (K-8)			X		
Melrose Leadership Academy (TK-8)	X				

6-12 Schools

<i>School</i>	<i>Mild-Mod SDC</i>	<i>Mod SDC</i>	<i>Mod-Ext SDC</i>	<i>Inclusive Services</i>	<i>Counseling Enriched</i>
CCPA			X	X	
Life Academy				X	X
Madison Park Upper	X			X	

High Schools (grades 9-12)

<i>School</i>	<i>Mild-Mod SDC</i>	<i>Mod SDC</i>	<i>Mod-Ext SDC</i>	<i>Inclusive Services</i>	<i>Counseling Enriched</i>
Castlemont	X	X	X	X	X
Fremont	X	X			X
MetWest				X	
McClymonds	X				X
Oakland High	X	X	X	X	
Oakland Tech	X	X	X	X	X
Skyline	X	X	X	X	X
Sojourner Truth					X

Specialized Academic Instruction Continuum

INCLUSIVE

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 inclusive 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 prioritize 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.*

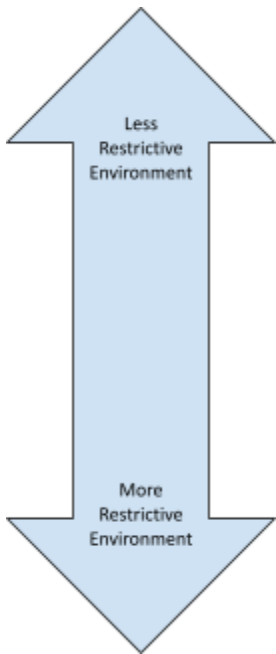
The Individuals with Disabilities Education Act (IDEA) asserts that “to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, 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;
- Ongoing 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 programs 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).
- 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 programs 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 TK-5 Grade Levels
Middle School Special Educator	Supports 6-8 Grade Levels
High School Special Educator	Supports 9-12 Grade Levels

INCLUSIVE PRACTICES

Pre-K

SCHOOL SITE	GRADE LEVEL(S)	SCHOOL SITE	GRADE LEVEL(S)
Acorn Woodland (Integrated)	Pre-K	Emerson CDC (Integrated)	Pre-K
Bella Vista CDC (Inclusion)	Pre-K	International Community CDC (Inclusion)	Pre-K
Burbank State PreK (Integrated)	Pre-K	Manzanita CDC (Inclusion)	Pre-K
El Centro Infantil CDC (Inclusion)	Pre-K	United Nation (Integrated)	Pre-K

Elementary

SCHOOL SITE	GRADE LEVEL(S)	SCHOOL SITE	GRADE LEVEL(S)
Acorn Woodland	K-5	Fruitvale	K-5
Bella Vista	TK-5	Garfield	K-5
Carl Munck	K-5	Howard	K-5
Chabot	K-5	Joaquin Miller	K-5
Cleveland	K-5	Laurel	K-5
Crocker Highlands	K-5	Markham	K-5
Emerson	K-5	Montclair	K-5
Encompass	K-5	Piedmont Avenue	K-5
Franklin	TK-2	Sequoia	K-5

Secondary

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

RESOURCE

Students that participate in a general education classroom with an identified mild to moderate disability documented in an Individualized Education Program (IEP) may 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.

PURPOSE	INTERVENTION	INCLUSION
<p>Resource Specialists...</p> <ul style="list-style-type: none">● assess students with suspected or current disabilities to determine areas of need;● provide targeted instruction to maximize students' capacity to progress in the General Education setting;● liaise with General Education teachers to embed accommodations and supports to meet the needs of diverse learners.	<p>Each Resource Specialist sources intervention materials unique to the needs of the caseload, including:</p> <ul style="list-style-type: none">● adapted General Education materials to support students with their progress in the general curriculum;● goal-specific resources to identify and close gaps in essential skills;● tools and strategies to support executive functioning and behavior as needed.	<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 Program. Resource Specialists have caseload caps of 27 students. Depending on the number of students at a given site, some schools have more than one Resource Specialists on site. In some cases, Resource Specialists also have a paraprofessional supporting the program.

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 meaningfully benefit from instruction.

PURPOSE	INTERVENTION	INCLUSION
<p>Our Mild-Moderate Special Day Classes are:</p> <ul style="list-style-type: none">• providing targeted, individualized intervention in core content areas;• implementing tools and accommodations to minimize the impact of students' disabilities on their academic progress;• integrating behavioral, social-emotional, and organizational supports based on student needs.	<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">• adapted General Education materials aligned to Common Core State Standards;• modified or intervention curriculum based on students' IEP goals and assessed needs;• access to classroom technology to support the development of 21st-century skills.	<p>As with all of our programs, students in mild-moderate Special Day Class settings are served in the Least Restrictive Environment based on their individual needs and interests.</p> <p>Students should be supported in the general education environment for the maximum amount of the school day possible based on individual goals and disability impact.</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. Average staff to student ratio is 2 (staff) to 13 (students). There are programs located throughout each network from Pre-K through 12th grade.*

MILD-MODERATE SPECIAL DAY CLASS SITES

Pre-K

SCHOOL SITE	GRADE LEVEL
Burbank	Pre-K
Hintil CDC	Pre-K
Martin Luther King, Jr. Elementary	Pre-K

Elementary

SCHOOL SITE	GRADE LEVEL	SCHOOL SITE	GRADE LEVEL
East Oakland Pride	K-2, 3-5	Korematsu	1-3, 4-5
Fruitvale	K-1, 2-3, 4-5	Madison Park (Lower)	TK-1
Garfield	K-2, 3-5	Martin Luther King, Jr.	K-2, 3-5
Glenview	TK-1	Manzanita Community	TK-1, 2-3, 4-5
Global Family	K-2, 3-5	Manzanita SEED	K-2, 3-5
Grass Valley	K-1, 2-3, 4-5	Melrose Leadership (Dual Language)	TK-1
Joaquin Miller	3-5		

Secondary

SCHOOL SITE	GRADE LEVEL	SCHOOL SITE	GRADE LEVEL
Bret Harte	6-8	United for Success	6-8
Coliseum College Prep (CCPA)	6-8	Westlake	6-8
Elmhurst United	6-8	West Oakland Middle	6-8
Edna Brewer	6-8	Castlemont	9-12
Frick	6-8	Fremont	9-12
Madison Park Upper	6-12	McClymonds	9-12
La Escuelita	6-8	Oakland High	9-12
Melrose Leadership (Dual Language)	6-8	Oakland Tech	9-12
Montera	6-8	Skyline	9-12
Roosevelt	6-8		

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">● providing targeted, individualized intervention in core content areas;● implementing modified, specialized curricula to support students' independence with functional academic tasks;● integrating behavioral, social-emotional, and organizational supports based on student needs.	<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">● alternative curriculum with embedded visual supports and manipulatives;● daily living and functional skill intervention curriculum based on students' IEP goals and assessed needs;● access to classroom technology to support the development of 21st-century skills.	<p>As with all of our programs, students in moderate Special Day Class settings are served in the Least Restrictive Environment 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. Average staff to student ratio is 3 (staff) to 13 (students). There are programs located throughout each network from Pre-K through 12th grade.

MODERATE SPECIAL DAY CLASS SITES

Pre-K

SCHOOL SITE	GRADE LEVEL
Burbank	Pre-K

Elementary

SCHOOL SITE	GRADE LEVEL
Franklin	K-2, 3-5
Martin Luther King, Jr.	K-2, 3-5
Grass Valley	K-2, 3-5

Secondary

SCHOOL SITE	GRADE LEVEL
Claremont	6-8
Elmhurst United	6-8
United for Success	6-8
Roosevelt	6-8
Montera	6-8
Castlemont	9-12
Fremont	9-12
Oakland High	9-12
Oakland Tech	9-12
Skyline	9-12

MODERATE-EXTENSIVE NEEDS SPECIAL DAY CLASSES (ESN SDC)

The Moderate-Extensive Needs SDC is a self-contained classroom that provides instruction with an emphasis on functional and daily living skills (formerly called moderate-severe). These programs are designed for students with significant physical and cognitive disabilities and those profoundly impacted by Autism Spectrum Disorder.

PURPOSE	INTERVENTION	INCLUSION
<p>Our ESN SDC programs are:</p> <ul style="list-style-type: none">• providing small-group and individualized instruction in functional skills and basic academic concepts;• integrating communication, behavioral and mobility supports;• preparing students for the transition to young adulthood through a focus on independent living and self care.	<p>Students in ESN SDC classes receive multimodal instruction, including:</p> <ul style="list-style-type: none">• based on learning style, teachers employ a variety of hands-on learning strategies, Applied Behavior Analysis principles, and Discrete Trial to support basic academic skills;• transition planning focused on communication and self-help skills;• community outings to support the development of independence and safety awareness.	<p>Students in ESN 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-Extensive 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. Average staff to student ratio is 3 (staff) to 10 (students).*

MODERATE-EXTENSIVE NEEDS SPECIAL DAY CLASSES

Pre-K

SCHOOL SITE	GRADE LEVEL	SCHOOL SITE	GRADE LEVEL
Burbank	Pre-K	Montclair	Pre-K
Burckhalter	Pre-K	Sankofa United	Pre-K
Emerson	Pre-K		

Elementary

SCHOOL SITE	GRADE LEVEL	SCHOOL SITE	GRADE LEVEL
Allendale	TK-1, 2-3, 4-5	Esperanza	K-2
Bella Vista	K-2, 3-5	Garfield	K-2, 3-5
Bridges	TK-1	Hoover	TK-1
Brookfield	K-2, 3-5	Howard	K-2, 3-5
Burckhalter	K-2, 3-5	Montclair	TK-1
Carl Munck	K-2, 3-5	Piedmont Avenue	K-2, 3-5
Chabot	K-2	Redwood Heights	K-2, 3-5
Community United (CUES)	TK-1	Sankofa United	K-2, 3-5
Emerson	K-2, 3-5		

Secondary

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

COUNSELING ENRICHED CLASSES (CECs)

Special Education provides a spectrum of mental health-related support 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 embedded mental health supports to meet their IEP goals. The Counseling Enriched Classes (CEC) provide targeted academics in conjunction with small-group behavioral support and individual counseling.

PURPOSE

Our CEC programs aim to support students by:

- developing and implementing **individual and group therapeutic supports**;
- increasing students' academic skills through **targeted instruction** in a therapeutic setting;
- coordinating behavioral and emotional goals and services with families and agencies.

INTERVENTION

Students in the CEC have access to intensive academic and emotional supports, including:

- direct **therapy** and social-emotional skill building provided by licensed social workers;
- **individual and family supports** through partnerships with outside mental health agencies;
- academic instruction through **adapted General Education materials and center-based, modified curricula** to support reading, writing and math.

INCLUSION

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.

Students in CECs integrate with General Education peers for --at minimum-- meals, special events and recess/leisure activities.

In addition to social workers and credentialed Special Educators, these 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. Average staff to student ratio is 4 (staff) to 13 (students).

COUNSELING ENRICHED

Elementary

SCHOOL SITE	GRADE LEVEL
Howard	1-3
Martin Luther King, Jr.	K-2, 3-5
Prescott	3-5
Sequoia	3-5
Think College Now	3-5

Secondary

SCHOOL SITE	GRADE LEVEL
Edna Brewer	6-8
Frick	6-8
Montera	6-8
Roosevelt	6-8
Urban Promise	6-8
Westlake	6-8
Castlemont	9-12
Fremont	9-12
McClymonds	9-12
Life Academy	9-12
Oakland Tech	9-12
Skyline	9-12
Sojourner Truth	9-12

PROGRAMS FOR THE HEARING AND VISION IMPAIRED

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.

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 Services: Some students with visual or hearing impairments attend their neighborhood school. These students may receive instruction/services at specific times from itinerant teachers of the visually impaired. Listening skills, visual efficiency, use of specialized equipment, life skills, 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. Some students receive Orientation and Mobility services. 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.

INFANT AND YOUNG ADULT PROGRAMMING

Early Start Infant Program

OUSD Early Start Infant Program at Burbank provides services to infants and toddlers ages 0-3 years. 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, families and professionals create 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 twice a week playgroup for children with disabilities who would benefit from increased socialization opportunities.

The Young Adult Program

The Young Adult Program is a transition program for students with moderate to extensive needs, aged 18-21 years. The program focuses on supporting our young adult learners as they become responsibly independent participants in their community through access to supports with continuing education opportunities (participation in Concurrent Enrollment opportunities with the Peralta Community College District, program-provided workshops, and independent study opportunities), job/ vocational learning and training experiences (including work-study, volunteer, supported employment, and direct hire work experiences), mobility training and practice, the development of self-advocacy and determination skills and strategies, and the exploration and development of various independent living skills.

Our programs provide two models of support. One model, historically referred to as the Community Inclusion Program (CIP), has programs located at Peralta Community College, Parks and Recreation (FM Smith), and Santa Fe sites. The CIP model is a full community inclusion program where students are in the community 80-100% of the time. The second model provides additional support for students that may require a more sheltered learning environment for a part of their day. Historically, this program has been referred to as the Community Mainstream Program (CMP). These programs are located at Santa Fe and Parks and Recreation (DeFremery Park) sites. This program is a part-time community inclusion program where students are taught life skills in the community at about 60-80% of the time due to medical, behavioral, or other needs and challenges.

Both programs are based on students' transition goals and the students' dreams for their future as adults. For all of our programs, the community serves as the "big" classroom where instruction takes place for students to acquire, maintain and generalize life skills.

Young Adult Programs

School Site	Grade Level
Laney 1 (CIP) Laney 2 (CIP)	YA
Merritt 1 (CIP) Merritt 2 (CIP)	YA
College of Alameda 1 (CIP) College of Alameda 2 (CIP)	YA
FM Smith (CIP)	
Santa Fe 1 (CIP/CMP) Santa Fe 2 (CIP/CMP) Santa Fe 3 (CMP, Health Needs) Santa Fe 4 (CMP, Behavior) Santa Fe 5 (CMP, AAC)	YA
DeFermery Park (CMP)	YA

PSYCHOLOGICAL and SOCIAL WORK SERVICES

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. The Social Work Services Department supports students in special education who require mental health services through intensive case management (ICM), including consultation and direct support services so the student is able to access their specialized academic instruction.



Our psychologists' and social workers' central offices are located at 915 54th Street. 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. Many of the social workers are assigned to a specific counseling enriched special day class program (see Section on CE SDC) or support students with IEPs from across OUSD schools for ICM.

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 & AAC Specialists
<p>Occupational Therapy</p> <ul style="list-style-type: none"> ● Carolyn Emrich ● Leslie Craven ● Aundrea Roberts ● Danielle Otlin ● Patricia Medina ● Jordan Song ● Nicolette Danielsen ● Phoebe Nguyen ● Margaret “Maggie” O’Reilly ● Jen Newman ● Wynne Sarran <p>Physical Therapy</p> <ul style="list-style-type: none"> ● Pam Lellis (Lead for OT/PT team) ● SaraAnn Olson ● Melody Au-Yeung 	<ul style="list-style-type: none"> ● Stacy Springer (Lead for AT/AAC team) ● Chantal Guite ● Jenna Williams ● Kaitlin Anderson ● Elizabeth “Libby” Faltis (Lead for SLP team) ● Sasha Wertheim ● Kristin Rossman
Adaptive PE Teachers	Home and Hospital Instructors
<ul style="list-style-type: none"> ● Antonio Gulley ● Markus Douglas ● Amarah Mehar ● Phyllis Major-Mitchell 	<ul style="list-style-type: none"> ● Dennis Nelson ● Beverly Robinson ● Joanna Miller (Children’s Hospital) ● Bev Rubini (HHI and Kaiser/Summit) ● Richard Friedman
Deaf/Hard of Hearing Teachers	Teachers of the Visually Impaired
<ul style="list-style-type: none"> ● Rebecca Delbono (Itinerant) ● Lisa Sully (Itinerant) ● Chynna Wilson ● Noelle Wilder ● Dennis Spencer ● Kei-Che Randle ● Jennifer Watt 	<ul style="list-style-type: none"> ● Michele Moore (Itinerant) ● Leah Mitsuyoshi (Itinerant) ● Sandra Ratto ● Sheila Brethauer
Orientation and Mobility Teachers	Speech Language Pathologists
<ul style="list-style-type: none"> ● Dorit Resnikoff ● Winny Chan 	<ul style="list-style-type: none"> ● Elizabeth Faltis- (Lead SLP) For assignments, please email anne.zarnowiecki@ousd.org

Transportation Services

- Coordinator: Guillermo Topete
- Transportation Manager: Rena Moore
- Transportation Customer Service: Tiwonnia Rougeau

Career Transition Services Department

The Career Transition Services Department (CTS) focuses on the development of school-to-career skills and continuing education opportunities for students with additional needs as designated through the IEP and 504 plan processes. The CTS Department operates in partnership with the California Department of Education (CDE) in the provision of services through the Workability 1 (WA1) grant and in collaboration with the California State Department of Rehabilitation (DOR) in the provision of services through the Transition Partnership Program (TPP) grant. The CTS Department's goal is to assist students in secondary programs make the transition from high school to post-school activities. This transition for students can include assistance in continued training, advanced education, or employment opportunities. Through the TPP and WA1 grant, each student's transition needs are identified, and he/she receives individualized support to current courses of study, participate in work-experiences, and complete post-high school education or enter the world of work. While these programs are not job-finding agencies, our Department works hard to provide opportunities and access to our students with disabilities as they work to successfully transition to the world of work and independent living.

Transition Partnership Program

Students with a current Individual Education Plan/Individual Transition Plan (IEP/ITP) or 504 Plan, apply to access TPP services. Each spring students and 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 Case Manager. The student must have a documentable disability to be eligible for DOR funding; currently attending an OUSD high school program that has a special education teacher willing to support the TPP processes and paperwork; 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.

Workability 1

The Workability 1 grant programs provide comprehensive training in work, employment placement, and follow-up for middle and high school students in special education who are making the transition from school to work, independent living, and postsecondary education or training. The WA1 program offers special education students the opportunity to complete their secondary education while also obtaining marketable job skills for success in the modern labor market. The WA1 program provides students assessments (career, learning style, soft skills, etc.), exposure to post secondary education opportunities, career education (options leading to a living wage), job seeking skills, on-the-job coaching (when appropriate), practice in self-advocacy skills, as well as independent living skills. Students, programs, and schools are engaged in workshops provided by CTS Case Managers as well as some supported vocational experiences through the WA1 grant.

Career Transition Services Department Contact Information:

David Cammarto, Project Coordinator

Carmen Buenger, Case Manager

Melissa Foster, Case Manager

Stacy Daniels, Case Manager

Minyon Coruchia-Garde, Case Manager

Erika Mayorquin, Administrative Assistant

EVERY STUDENT *THRIVES!*



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**OAKLAND UNIFIED
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Community Schools, Thriving Students