

SPECIAL EDUCATION

Strategic Plan

The AUSD Strategic Plan for Special Education outlines the priorities, goals, strategies, and action steps that will promote a high quality, responsive support system for all students with special needs.



The **Strategic Plan** is designed to identify key services and supports that must be in place to ensure that all students with special needs have the highest quality, fiscally responsible academic and behavioral programs in the least restrictive, most inclusive environment possible. The Strategic Plan is organized around five priorities that compose the backbone of a highly effective special education program. A detailed Special Education Program Guide will be developed to provide guidance to staff on program implementation including policies, procedures, and program evaluation.

Program Priorities

- 1 **Intervention and Identification**
- 2 **Service Delivery Model**
- 3 **Systems of Support**
- 4 **Leadership and Communication**
- 5 **Monitoring and Compliance**

Special Education Program Mission

We declare the mission of the Special Education Program in Alameda Unified School District, in partnership with families and the community, is to *support, prepare, and empower* our diverse learners in a least restrictive, most inclusive environment that is **safe, culturally responsive, and academically rigorous** and that is taught and supported by *highly trained* professionals so that all students can participate meaningfully and excel as contributing members of our community.

The Strategic Plan Team Members

A representative group composed of parents, teachers, support staff, administrators, and community members was charged with the development of the Strategic Plan. The team worked over a one year period, spending more than 20 hours studying district and state data, FCMAT report recommendations, current research, and program exemplars to collaboratively write this plan. They have identified the most critical work to be completed over the next three years. The members of the team were:

Parents:

Jolene Barcinas
Lindsey DeHart
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Community Members:

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**Site Administrators:**

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Kim Kelly
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District Administrators:

Joanne Murphy
Kirsten Zazo

We would like to offer a special **thank you** to the members of the Planning Team. We appreciate their time, passion, and willingness to engage in difficult conversations. Their hard work produced this Strategic Plan which will guide the district in the years ahead and will change the way we meet the needs of our special education students.

Special Education Program Beliefs

With passion and conviction, we declare:

1. All students will thrive by being given access to appropriate and evidence-based curriculum that educates the whole child - intellectually, socially, and emotionally.
2. Children with special needs have the right to be included and valued in our school communities and to be free from discrimination.
3. Teachers will be provided with training and curriculum that are evidence-based and which enable students to achieve their full learning potential.
4. The District will fund and support continuing education for teachers, support staff, administrators, and parents in the areas of inclusion and research-based practices.



1

Student Intervention and Identification

Goal:

All students will access an articulated, systematic intervention system that provides multiple tiers of universal, targeted, effective support that is communicated clearly to staff and families.

Strategy 1: Fully develop and implement a multi-tiered academic and behavioral system of support.

Action Step 1: Identify and ensure the use of research-based core instructional strategies that are responsive, proactive, evidence-based, and implemented with fidelity.

Action Step 2: Create and implement a research-based system to address the social-emotional needs of students, including continued implementation of PBIS with fidelity across all schools.

Action Step 3: Create and implement a flexible, continual assessment system where data is collected and accessible using universal screening tools and formative assessments for ELA and Math with cut points for decision making regarding tiered intervention services.

Action Step 4: Incorporate and increase the use of Universal Design for Learning (UDL) principles in all learning environments to create greater access to core curriculum prior to the need for intervention.

Action Step 5: Clearly define and implement the elementary and secondary Student Study Team (SST) process across all schools.

Action Step 6: Implement the Coordination of Services Team (COST) process consistently in all schools to proactively direct academic and behavioral, social-emotional interventions for students based on data collection and formative assessment.

Action Step 7: Identify and ensure the use of research-based Tier 1 supports and interventions across all schools and content areas that provide student support in varied settings (i.e., in-class, pull-out, small group, computer-based).

Action Step 8: Identify and implement with fidelity the use of research-based Tier 2 and Tier 3 interventions that respond immediately to student's needs for an appropriate and defined period of time.

Strategy 2: Infuse supports and embed services (Occupational Therapy, Speech and Language, Psychology, etc) throughout general education Tier 1, 2 and 3 programs.

Action Step 1: Analyze effective models that we already have and other research-based models that provide time for service providers to support Tier 1 and Tier 2 programs and develop an implementation plan based upon the analysis.

Action Step 2: Analyze current caseloads and workloads to allow for more Tier 1, 2, and 3 support that is both efficient and cost effective and develop an implementation plan based upon the analysis.

Action Step 3: Provide co-teaching and planning time between General Education and Special Education staff.

Action Step 4: Establish a referral protocol for Occupational Therapy and Physical Therapy services accessed via the COST process.

Strategy 3: Implement consistent professional learning for teachers and administrators related to early intervention and identification of needed supports.

Action Step 1: Create a communication system that includes case managers, general and special education teachers, counselors, nurses, and principal to prepare for student enrollment in classes or school highlighting individual needs across school settings.

Action Step 2: All staff will participate in ongoing professional learning and collaboration focused on the COST process, MTSS, UDL, Tier 1, Tier 2, and Tier 3 intervention strategies.



2

Service Delivery Model

Goal:

Provide a continuum of services that develop the whole child using research-based approaches, informed by outcomes that maximize inclusion in the general education classroom; supports include meeting student needs for identified direct and indirect services.

Strategy 1: Define and develop an AUSD continuum of services for all students.

Action Step 1: Define and develop program descriptions throughout the district that describe and communicate our coordinated continuum of services.

Action Step 2: Develop and implement a professional development plan to ensure all staff understand the district's continuum of services.

Action Step 3: Develop elementary and secondary program rubrics to assist with student placement decisions.

Action Step 4: Standardize programs (i.e., Mild/Moderate, Mod./Severe, Autism) for eligibility, enrollment, and support across the district.

Action Step 5: Develop a monitoring process (i.e., rubrics, lists, etc.) to monitor service delivery models across all sites in AUSD including a monitoring system to ensure when a child receives services and for how long.

Action Step 6: Define and develop outcome-based measurement tools to monitor overall student success (i.e., annual growth, access to the core classes, electives, and diploma and certificate programs).

Strategy #2: Provide access to quality educational opportunities and services in the least restrictive environment for all identified students.

Action Step 1: Program students with IEPs in every master schedule FIRST to ensure access to core curriculum classes, including a guaranteed seat in general education for SDC students.

Action Step 2: Maximize and monitor Special Education student participation in all academic and social aspects of the general education setting.

Action Step 3: Ensure that all students in special education are included in extracurricular activities and collect data to determine participation.

Action Step 4: Review all programs and classes to ensure they address IEP goals.

Action Step 5: Provide ability awareness training for peers of Special Education students that teaches respect for all and values differences.

Strategy 3: Develop an on-going research-based, sustainable staff professional development model that is responsive to student needs and utilizes Professional Learning Communities and collaboration between general education and special education staff that is based on data and includes coaching and feedback.

Action Step 1: Conduct a site-based needs assessment related to topics of professional development for all stakeholder groups (i.e., co-teaching and collaboration, behavior management, communication strategies, evidence-based practices, MTSS, and UDL).

Action Step 2: Create a comprehensive, fully funded professional development plan (that spans 3 - 5 years) based on the needs assessment results.

Action Step 3: Create a professional development calendar that reflects the needs of each stakeholder group (special and general education teachers, paraprofessionals, administrators, all specialists, and parents).

Action Step 4: Provide ongoing and consistent feedback and support regarding professional development tools and skills by using a consistent district coaching model across grade levels and content areas to ensure teacher competence and confidence.

Strategy 4: Utilize an ongoing assessment system to monitor student growth toward grade level and/or content standards, IEP, and 504 goals, including behavior goals as the service delivery model is implemented.

Action Step 1: Develop and/or refine the use of pre and post assessments to inform service delivery programs.

Action Step 2: Provide professional development to all staff in the use of progress monitoring tools to support ways to respond to student's needs.

Action Step 3: Refine the use of all progress monitoring tools and formative assessments to make adjustments to instruction on an ongoing basis in the IEP.



3

Systems of Support

Goal:

An articulated and consistent system of support is available equitably across the district to ensure the Strategic Plan for Special Education is successful.

Strategy 1: Develop and implement effective procedures and protocols with fidelity.

Action Step 1: Create and continuously update a procedural manual for implementing all aspects of the Special Education program and ensure that it is accessible to all staff.

Action Step 2: Create a parent-friendly procedural manual for community access, complete with program descriptions.

Strategy 2: Implement a staffing plan that will ensure the Special Education service delivery model is successful.

Action Step 1: Redefine the role of each staff member to meet students' needs: general and special education teachers, service providers, counselors, paraprofessionals, and site and district administrators.

Action Step 2: Develop a plan to recruit and retain high quality teachers and staff with expertise in both content and learning strategies.

Action Step 3: Design and implement a staffing system that tracks teacher and support staff assignments and caseloads based on student need to monitor and maintain equitable staffing levels.

Strategy 3: Collaboration and support will be prioritized across the district.

Action Step 1: Collaboration between general education and special education staff will be scheduled at sites and between sites at least 4 times per year.

Action Step 2: Utilize district coaching to improve instructional practices at all sites across the district.

Strategy 4: Ensure the financial resources are allocated efficiently and appropriately to support student and program needs.

Action Step 1: Include the resources needed for implementation of the Strategic Plan in both the District's Local Control and Accountability Plan (LCAP) and in each school's Single School Plan for Student Achievement.

Action Step 2: Analyze and define facility resources needed to align with student and program needs (e.g., motor fitness, calm spaces).

Action Step 3: With assistance of the Maintenance and Technology Departments, perform a comprehensive inventory of special education resources at every school to identify current status of furniture, curriculum materials, supplies, and storage spaces and develop a plan to ensure equity across sites and programs.

Action Step 4: Identify (including a cost analysis) and provide technology infrastructure to ensure that the Special Education delivery model is fully supported.

Strategy 5: Deliver core curriculum including appropriate modifications and accommodations to meet the needs of all learners.

Action Step 1: Clearly define curriculum for preschool through adult transition for all content areas, including replacement curriculum.

Action Step 2: Explore and recommend accessible technology and curriculum to enhance academic support for all general education and special education students, including credit recovery and universal design for learning strategies.



4

Leadership and Communication Goal:

Create a welcoming and well-informed school community with high levels of trust, respect, and collaboration between and among parents, teachers, and staff.

Strategy 1: Provide transparent, honest two-way communication systems between staff, families, and the community that are consistent, authentic, and responsive.

Action Step 1: Identify and document the most effective channels of communication and greatest gaps in communication.

Action Step 2: Create and utilize effective communication tools (website, newsletters, and other resources) that provide centralized communication and multiple opportunities for dialogue and feedback.

Action Step 3: Utilize the Community Advisory Committee (CAC) to ensure effective communication within the Special Education Local Plan Area.

Action Step 4: Continue to refine and promote the special education webpage to disseminate information regarding all areas of special education.

Action Step 5: Create and implement a Strategic Plan "Road Show" to present and actively engage staff, parents, and the community in learning about the Special Education Strategic Plan.

Action Step 6: Ensure that all major communications related to the Strategic Plan are translated into necessary languages.

Action Step 7: Provide on-going (3-4 times per year) parent information forums regarding all aspects of special education programs, including follow-through on areas of concerns voiced by parents and the community.

Action Step 8: Include the following topics of information on AUSD Special Education webpage: programs and services, IEP process, early intervention, 504 process, transportation, transition, complaint procedures, tiered support systems, etc.

Strategy 2: Provide responsive student-focused leadership that builds positive relationship with parents, students, teachers, and staff.

Action Step 1: Train leadership at all levels to understand special education needs, processes, legalities, and community: district, site, parents, community, and staff.

Action Step 2: Define the leadership structure and roles that clearly delineate the roles for site and district administrators (including the Director) to take responsibility for all appropriate aspects of the Strategic Plan.

Action Step 3: District leadership will establish a clear, efficient process to gather and respond to parent and community feedback and concerns, including the Special Education communication flowchart.

Action Step 4: Utilize and enhance Alternative Dispute Resolution proactively to mitigate disputes in a timely manner. Train staff to use the ADR prior to Due Process.

Action Step 5: Define and establish "Inclusive Ambassadors" program to train students and staff.





5

Monitoring and Compliance

Goal:

Establish an accountability and compliance process that ensures fidelity to the Strategic Plan which must be included and prioritized in the multi-year LCAP planning process.

Strategy 1: Form a diverse Steering Committee to objectively monitor the implementation of the Special Education Strategic Plan.

Action Step 1: Identify a diverse group of members for the Steering Committee to represent the entire community.

Action Step 2: Design and develop an accountability protocol that will allow for an objective review of the Strategic Plan effectiveness and measure outcomes.

Action Step 3: Identify and annually publish areas of improvement and continued growth in implementing the Strategic Plan.



Strategy 2: Develop a Special Education Self Review (SESR) process with success criteria that will hold all stakeholders accountable.

Action Step 1: Implement the self-review process (SESR) twice each year to monitor the status of compliance related to the development and implementation of IEPs.

Action Step 2: Share the results of the SESR process for each school and a district-wide composite report annually.

Action Step 3: Provide professional development and follow-up support for all staff, based on areas identified for growth related to the IEP process and self-review.

Action Step 4: Establish cross-site, multi-disciplinary teams to coordinate and complete the self-review process in the fall and spring.

The Steering

Committee will be charged with overseeing implementation of the Strategic Plan and communicating the progress annually to the Board of Education, staff, and the community.



Service Delivery Model:

An instructional delivery model that provides individualized services embedded into a variety of instructional settings such as General Education, General Education with Support, Learning Center, Self-Contained Programs, and/or Related Services.

References and Literature

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- Cortiella, C., Burnette, J. (2008). *Challenging Change: How Schools and Districts are Improving the Performance of Special Education Students*. New York, NY: National Center for Learning Disabilities.
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Planning Team Web Page

The Special Education Planning Team met for 10 sessions over the course of a full year. The sessions included analyzing district data (academic, program, and budget), reviewing research and exemplary programs in the state and nation, and having passionate and complex discussions for improving programs and services for Alameda students with special needs. Each session was carefully archived on the Special Education Planning Team sub-webpage so that members of the public and staff could follow the progress of the group as they developed the Strategic Plan. Agendas, notes from the discussions, and reference material from each session were posted on the webpage immediately following each session. To access the Planning Team webpage, visit www.alamedaunified.org and click Special Education under Departments. Scroll to the bottom of the page and click the link to the Planning Team webpage.



Glossary

- **ADR** - Alternative Dispute Resolution: the use of methods such as mediation and arbitration to resolve a dispute instead of litigation
- **All Staff** - general education and special education teachers, Paraprofessionals, specialists, administrators
- **CAC** - Community Advisory Committee: a committee that advises staff and districts regarding the Local Plan for Special Education, assists districts with parent education, and promotes public understanding of special needs students regarding the Local Plan for Special Education
- **COST** - Coordination of Services Team: a tiered and coordinated approach that systematically identifies at-risk student, develops comprehensive multidisciplinary plans, and monitors student progress
- **EBP** - Evidence-Based Practices: practices and intervention strongly supported by evidence from well-conducted research studies, based on high quality data analysis; those instructional practices and interventions that have been shown by research to be most effective
- **ELA** - English Language Arts
- **FCMAT** - Fiscal Crisis Management Assistance Team: a team of experts that provide assistance to school district in areas where improvement is needed
- **Formative Assessment** - a process teachers and students use during instruction that provides feedback to adjust ongoing teaching and learning strategies
- **IEP** - Individualized Education Plan: written, legal document stating goals and objectives for students receiving Special Education services
- **LCAP** - Local Control and Accountability Plan: a process where a district must engage parents, educators, employees, and the community to establish plans that align to state LCAP requirements
- **LRE** - Least Restrictive Environment (most inclusive environment): Students with disabilities are educated to the maximum extent appropriate with students without disabilities
- **MTSS** - Multi-Tiered System of Support: an integrated, comprehensive framework that focuses on Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student's needs, and the alignment of systems necessary for students' academic, behavioral, and social success
- **PBIS** - Positive Behavior Intervention Support: an approach to assist school staff in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavioral supports for all students. It is a proactive approach to establishing behavioral supports and a social culture needed for all students.
- **SDC** - Special Day Class: Self-contained classroom where individualized student needs are met
- **SESR** - Special Education Self Review: a process whereby a district audits random student IEPs to determine compliance, identify training needs, and ensure that issues and needs are addressed
- **SST** - Student Support/Success Team: a school-based, problem solving group who provide assistance to teachers that focus on addressing concerns of the team and provide targeted modifications and intervention suggestions for the teacher to try before a referral is made for special education instruction
- **Tier 1** - General education instruction (meets the needs of 80% of students)
- **Tier 2** - Supplemental intervention for any student in need of academic support (10-15% of students)
- **Tier 3** - Intensive intervention that replaces general education support (5 -10% of students)
- **UDL** - Universal Design for Learning: a design model that teachers use to ensure students have a variety of pathways to access content

LEAST RESTRICTIVE ENVIRONMENT (LRE)

What is it?

- Regular education class to the extent possible
- Depends on individualized analysis
- **Not** "One Size Fits All"

IEP is implemented satisfactorily with supplementary aids/services in the regular classroom in the school the student would attend if not disabled

LRE for many

LRE for others

EXAMPLES

- Different location
2X weekly, 30 min
- Separate classroom 65% of the day
- Different school

- What are the student's unique educational needs?
- What are the possible aids/supports required for placement in the regular educational environment?
- What are the placement options in the LRE continuum to meet the student's unique educational needs?

Team asks

What aids & supports?

EXAMPLES

- Consultation
- Training
- Room layout
- Curriculum modifications
- Equipment

CONTINUUM OF SERVICES

Least Restrictive Most Restrictive

- The goal is to help the student access the educational environment & curriculum as independently as possible.
- LRE varies from student to student, based on student needs and appropriate placement based on those needs.

The items in the white boxes are just examples:

General Education (GE)	GE at Home School + some Special Education (SE) (push-in or pull-out)	GE + more SE (push-in or pull-out)	SE Class with integration into GE to the degree possible, e.g., classes or mainstream environment (lunch, recess, extra-curricular activities)	Out of District (Public School)	Off Public School Campus	Out of Home
	Moving the student to another school is more restrictive	Mild/Moderate	Mild/Moderate	Within SELPA District	Non-Public School (NPS)	Group Home with Trained Staff
	Mild/Moderate	Moderate/Severe	Moderate/Severe	Out of SELPA (District or COE Program)	CDE - day student -School for the Deaf (CSD) or -School for the Blind (CSB)	CDE - residential student -School for the Deaf (CSD) or -School for the Blind (CSB)
	Instructional Assistant support	Individualized Instructional Assistant support	Individualized Instructional Assistant support			Residential Treatment Center (RTC) + NPS

Note: Home and Hospital Instruction (HHI) is a general education function and service. It requires a doctor's note but for students with special needs, the IEP determines if and what services are appropriate for the student to access the educational placement (while temporarily at home).

SPECIAL EDUCATION PROGRAM'S SERVICES PROPOSED 2021 - 2022

**Services are described based on an in-person service delivery model. Actual service delivery may be impacted by COVID-19.*

Alameda Unified School District provides a continuum of services to students ages 3 through 22 years of age who are found eligible for the special education program. Individualized Education Program (IEP) teams must consider the general education classroom first in exploring the best setting for the delivery of special education services to students with disabilities.

Special education services can include specialized instruction in the general education classroom, in a special education classroom, or in other settings. Classes and programs serving students with special needs are located in preschool, elementary, middle, and high schools throughout the district; however, not all services are available at all sites. In instances where student needs require a site other than the home school, students are provided with transportation.

Students may be eligible for special education if they have a disability and if their needs cannot be met through general education programs. The federal law, Individuals with Disabilities Education Act, lists the following disability categories:

1. Autism
2. Deaf-Blindness
3. Deafness
4. Hearing Impairment
5. Emotional Disturbance
6. Intellectual Disability
7. Multiple Disabilities
8. Orthopedic Impairment
9. Other Health Impaired
10. Specific Learning Disability
11. Speech or Language Impairment
12. Traumatic Brain Injury
13. Visual Impairment (including blindness)

The IEP team works together thoughtfully to identify student needs, set IEP goals, and use the information gathered to propose placement and services.

CONTINUUM OF SERVICES

PROGRAMS/SERVICES		Service Links
Least Restrictive	CA Early Start Program	<ul style="list-style-type: none"> • Preschool • Elementary
	• Family Resource Center	
	Resource Centers (TK-5)	<ul style="list-style-type: none"> • Middle School
	Deaf/Hard of Hearing Programs (0-12 grade)	<ul style="list-style-type: none"> • High School
	BRIDGE Supports (6-12 grade)	<ul style="list-style-type: none"> • Adult Transition
	EARLY AUTISM SUPPORTED INCLUSION (EASI) (1-5 grade)	
	Special Day Class	
	<ul style="list-style-type: none"> • Mild to Moderate SDC (PreK-5 grade) • Foundations to School Success (K-2 grade) • Counseling Enriched Program (3-12 grade) • Practical Skills Class (6-8 grade) • Functional Skills Class (9-12 grade) • Moderate to Severe SDC (PreK-12 grade) • Intensive Autism SDC (1-5 grade) 	
	Adult Transition Programs	
	Online Courses	
Most Restrictive	Home/Hospital Instruction	
	Non-Public School	
	Residential Placement	

RELATED SERVICES

ADAPTIVE PHYSICAL EDUCATION (APE):

Adaptive Physical Education addresses the significant delays in locomotor and object control skills, as well as body and spatial awareness (that could possibly keep the student from full participation in General Education PE. APE specialists provide a continuum of PE services; direct instruction PE services (aligned to state standards), collaborate with general education teachers, consult with teachers to adapt or modify activities, or consult with special education teachers as outlined in the student's IEP.

ASSISTIVE TECHNOLOGY (AT):

Assistive Technology (AT) encompasses equipment and/or services provided district-wide to eligible students who require it in order to access their educational curriculum. AT equipment varies from low-tech to high-tech technology and is used by individuals with disabilities in order to perform functions that might otherwise be difficult or impossible. AT can include mobility devices such as walkers, wheelchairs, support such as pencil grips and calculators, as well as hardware and software, and communication systems.

BEHAVIOR INTERVENTION SERVICES:

Behavior Specialists collaborate with the IEP team to address behavior issues that interfere with a student's learning or the learning of others. Assessment is conducted in order to understand the cause(s) of the interfering behaviors. The IEP team develops and implements a behavior plan that incorporates positive behavior supports and strategies.

DEAF/HARD OF HEARING:

Deaf/hard of Hearing teachers review current audiology evaluation and determine if the hearing loss significantly impacts the student's learning. If the student is eligible for deaf and hard of hearing services, the IEP determines the appropriate amount of support and/or direct instruction that will be provided.

The Deaf/Hard of Hearing teachers also provide support in the appropriate fitting and function of amplification and/or assistive listening devices for students in the academic setting. Consultation and support services are provided per the student's IEP to the staff for the benefit of the student.

HEALTH/NURSING SERVICES:

Health/Nursing services include consultation with parents and staff and/or direct monitoring health related services as specified by the student's IEP. The district nurse collaborates with parents and staff to develop emergency procedures and appropriate training for staff.

OCCUPATIONAL THERAPY (OT):

Occupational Therapy is an educationally based service that addresses the perceptual motor development of the necessary foundational skills that children must have in order to access and progress in their IEP. OT services may include direct intervention, collaboration, and/or consultation with parents, educational team and outside agencies.

ORIENTATION AND MOBILITY (O&M):

O&M specialists instruct visually impaired students in the development of skills and knowledge that enable them to travel independently to the highest degree possible, based on assessed needs and the student's IEP.

PHYSICAL THERAPY (PT):

Physical Therapy supports children with orthopedic impairments. The PT specialist may help plan, implement, and monitor instructional programs addressing the development of fine and gross motor skills, postural adaptations and ability to complete schoolwork. PTs address safety of students and school staff by monitoring equipment used by students, as well as provide training to staff in the proper lifting and physical management skills that involve the safety of both student and school staff.

SPEECH AND LANGUAGE SERVICES:

Speech and Language Specialists provide quality, educationally-based services for assessment and treatment of eligible students. These services may include direct intervention, collaboration, and/or consultation with parents, educational team and outside agencies.

Speech Intervention is provided by a licensed clinician or other qualified personnel with the intention to support eligible students in the areas of academic achievement, personal, and social development. Therapeutic intervention may include supporting students in developing knowledge, making effective decisions, learning health choices, and improving responsibility in order to attain academic goals, and develop a positive attitude toward learning.

TRANSPORTATION:

The IEP team determines whether or not a student may require door-to-door transportation due to the nature or severity of the student's disability. The district does not have its own buses, therefore, the district contracts out for these services.

VISION IMPAIRED (VI):

VI services are designed for students who are determined to be blind or partially sighted through an optometrist or ophthalmologist exam. A VI specialist provides access to the curriculum for the VI students through the provision of assistive technology, collaborating with all staff. The VI teacher provides direct services, Braille support, or consultation services as determined by the student's IEP.

PRESCHOOL SERVICE OPTIONS

Full Inclusion Preschool Program

Service Description:

There is a continuum of Mild-Moderate Special Day classes (SDC) which provide a more restrictive environment in a small group setting with general education mainstreaming opportunities depending upon the skills of the student. Student's participation in special education is determined by their Individual IEP. Support for students in this program may be served through consultation, supported classroom, or small group direct instruction.

Instructional Practices:

- Collaborative Program between Alameda Head Start and Special Education
- Reinforcement-based instruction;
- Foster independence, communication, and functional daily living skills;
- Develop attending/focusing skills;
- Behavior supports include reinforcement for gaining learner's behavior and developing perseverance.

Recommended Class Size: Up to 15, 6 students with IEPs for afternoon program, up to 24 students, 6 students with IEPs for Full Day Program.

Staffing Ratio:

- 2-3 Head Start teachers, 1 Special Education Teacher and 2 Paraprofessionals
- Follows Head Start curriculum guidelines and individualized support for students with IEPs to address areas of need and IEP goals

Facility Needs:

- Bathroom in the classroom
- Outside play area

Schools: College of Alameda Head Start. Students need to be dually enrolled in these two programs, and must meet enrollment criteria for Alameda Family Services/Head Start in order to attend. Full day program requirements are different from half day.

MILD TO MODERATE PRESCHOOL SPECIAL DAY CLASS

Service Description:

There is a continuum of Mild-Moderate Special Day classes (SDC) which provide a more restrictive environment in a small group setting with general education mainstreaming opportunities depending upon the skills of the student. Student's participation in special education is determined by their Individual IEP. Support for students in this program may be served through consultation, supported classroom, or small group direct instruction.

Instructional Practices:

- Reinforcement-based instruction;
- Foster independence, communication, and functional daily living skills;
- Develop attending/focusing skills;
- Behavior supports include reinforcement for gaining learner's behavior and developing perseverance.

Recommended Class Size: Up to 12

Staffing Ratio:

- 4:1 ratio (one adult for every 4 students)
- Majority of academic instruction is a 4:1 student/teacher ratio

Facility Needs:

- Bathroom close by
- Calming area

Schools: WCDC

MODERATE TO SEVERE SPECIAL DAY CLASS PRESCHOOL PROGRAM

Service Description:

The Moderate to Severe Preschool Program is designed to serve students with disabilities which may include Intellectual Disabilities, Autism, Other Health Impairments, Multiple Disabilities, Deaf/Blindness, and Developmental Disabilities. The program is designed for eligible students who are highly dependent on staff support and prompts for the majority of the school day. Students in the program may have minimal to no functional communication and may not attend to instruction yet. They may display challenging behavior (e.g. aggression, self-injury, elopement, property destruction, melt-downs, inappropriate vocalizations, severe noncompliance). Due to significant communication and cognitive needs, students need staff support to safely navigate the campus.

Students may have emerging academic or pre-academic skills (far below grade level) and early level social skills (e.g. emerging eye contact and joint attention). The programs provide specialized academic instruction and services to individuals, including Applied Behavior Analysis (ABA) and Evidence-Based Practices (EPB), that utilizes strategies beneficial to students of various needs.

The curriculum targets necessary skills for increasing individual performance; thus, allowing each student to progress at their own rate. Students participate in the general education setting as determined by their individual IEPs.

Instructional Practices:

- Use of evidence-based practices in the area of pre-academic/functional academics, vocational, self-help, social and recreation/leisure.
- Varied strategies are used to develop functional communication and adaptive skills.
- Structured reinforcement-based instruction including:
 - Independent Work Stations
 - Evidence-based Practices (EPBs)
- Focus on building skills in:
 - Independence
 - Communication
 - Functional daily living
 - Attending and Focusing skills
- Movement/Sensory interventions to build focus

Recommended Class Size: Up to 9

Staffing Ratio:

- 3:1 (one adult for every three students)
- Class of 9 would have 2 para-educators

Facility Needs:

- Bathroom
- Calming Room

Schools: WCDC

ELEMENTARY SERVICE OPTIONS

ELEMENTARY MILD/MODERATE RESOURCE SERVICE

Service Description:

The Resource Center model provides direct, small group and individualized instruction, including Specialized Academic Instruction (SAI). As part of the Multi-Tiered System of Support (MTSS), the Resource Center serves as a Tier 2 and Tier 3 intervention. Services are provided in an integrated special education program including general education and special education options in accordance with the school site plan. Instructional content to address the student's IEP goals is under the direction/supervision of the special education teacher. Instruction may be provided by general education and/or special education staff.

Students are fully included in the general education program and receive Resource Center Model instruction and paraprofessional support as determined by their IEPs or individual needs. Special education staff may also provide general education students with instructional interventions lasting several weeks to several months.

Students historically provided services as part of the Resource Specialist Program (RSP) and or the Mild to Moderate Special Day Class program receive instruction services in the least restrictive environment (LRE).

Instructional Practices:

- Direct, small group and individualized instruction
- Specialized Academic Instruction (SAI)
- Tier 2 and 3 intervention

Staffing Ratio:

- Every elementary school has at least 1 resource specialist with paraprofessionals.
- It may include additional support such as Title 1, English Learner supports, Speech/Language Therapists, etc.

Schools Sites: All elementary schools

MILD TO MODERATE GRADES K-5 SPECIAL DAY CLASS

Service Description:

The mild to moderate students in this program have a broad range of academic, language and behavioral needs. The intensive instruction required is for students who may be two or more grades below grade level and need intensive curricular modifications. The services include instruction that parallels the general education curriculum, presented at a considerably modified pace, along with significant modifications and requiring a wider range of instructional materials and strategies provided by a special education teacher and support staff. Students in this program require a higher staff to student ratio than is found in general education, but not to the degree comparable to moderate/severe SDC, as these students have mastered or nearly mastered "learning to learn" skills. Instruction is provided in a large group format, and practiced in small group and independent formats as appropriate. Student modifications and accommodations are made per student IEP, resulting in a greatly reduced need for intensive small group instruction. Students may take any of the standardized State assessments with necessary accommodations made per the IEP. The overall focus of the program is primarily academic.

Instructional Practices:

Students receive instruction from the teacher, paraeducators, and designated instructional service professionals. All instruction is planned and guided by the classroom teacher and is individualized to meet the needs of each student. Paraprofessionals may run small group instruction under the supervision of the classroom teacher. Classroom activities are structured through use of a variety of groupings including:

- One-on-one staff to student instruction
- small group instruction
- large group instruction
- independent student work

Students apply functional reading, writing, math, communication and language skills within the community and work environments, to assist in the generalization of learned skills.

Recommended Class Size: Up to 15

Staffing Ratio:

- 5:1 (one adult for every 5 children)
- Class of 15 would have 2 para-educators
- Majority of Academic Instructional Time: 5:1

School(s): Maya Lin Elementary for both K-2 and 3-5 grade spans; Paden Elementary for K-2

MODERATE TO SEVERE SPECIAL DAY CLASS (K-5)

Service Description:

Students enrolled in this class have a level of disability that is in the Moderate to Severe range. The student is highly dependent on staff support and prompts for the majority of the school day. Due to communication and cognitive challenges, the student will need staff support to safely navigate the campus for the foreseeable future. The student takes the alternative state performance assessment.

The program provides specialized academic instruction and services to individual students as specified in their IEP. SDC classes use an interdisciplinary team approach to accessing, as appropriate, related services which may include: nursing, adaptive Physical Education, speech/language, occupational therapy, physical therapy, assistive technology, and positive behavior interventions.

Related services may be provided through direct service or consultation. Program emphasis is to teach students using evidence-based practices in the areas of pre-academic/functional academics, vocational, self-help, social and recreation/leisure. A variety of teaching strategies are used to develop functional communication and adaptive skills. The curriculum targets necessary skills for increasing individual performance, thus, allowing each student to progress at their own rate. Students participate in the general education setting as determined by the IEP.

Classroom Structure and Focus:

- Structured reinforcement-based instruction
- Focus on building skills in:
 - Independence
 - Communication
 - Functional daily living
 - Attending and Focusing skills
- Movement/Sensory interventions to build focus

Recommended Class Size: Up to 12

Staffing Ratio:

- 3:1 ratio
- Majority of academic instruction is 1:1 to 3:1 student/teacher ratio
- Class of 12 students would have one teacher and 3 para-educators

Facility Needs:

- Bathroom in classroom or close by
- Calming space with sensory supports

School Site: Ruby Bridges Elementary

ELEMENTARY EARLY AUTISM SUPPORTED INCLUSION (EASI)

Service Description:

The E.A.S.I. Program is designed for students diagnosed with autism or students with disabilities who have challenges with social communication and emotional regulation. Students spend the majority (at least 60%) of their day in the general education classroom. Specialized academic instruction (SAI) is offered in the areas of social skills, communication, emotional regulation, and executive functions geared towards helping the students become successful learners.

Instructional Practices:

- Direct skills instruction in the areas of:
 - social/emotional functioning
 - organization
 - independent work
 - appropriate school and community behavior
- Specialized instruction in social cognitive skills
- Intensive instruction and support in the area of executive functioning skills
- Focus on building the skills most relevant for the EASI population
- Push-in support provided by paraprofessionals to support generalization of social cognitive and executive functioning skills in the general education settings

Push-in support is coordinated by the EASI teacher and carried out by the special education staff within the general education classroom.

Recommended Class Size: Up to 15

Staffing Ratio:

- 3:1 ratio (one para-educator for every 3 students)
- Class of 15 would have one teacher and 4 para-educators

Facility Needs: Classroom with individual work areas and calming space

School(s): Love Elementary

INTENSIVE AUTISM SPECIFIC SPECIAL DAY CLASS (K - 5)

Service Description:

The Intensive Autism Special Day Class is designed for students who present with autistic-like behaviors and require intensive intervention. The goals of the program are to increase (based on State Standards) communication, generalized social skills, behavior, and independent “work” typical of elementary age students. Students are included in general education activities as designated by each IEP.

Elementary students eligible for this program have a level of disability that is in the moderate to severe range. The program is designed for students who are highly dependent on staff support and prompts for the majority of the school day. Due to significant communication and cognitive needs, students need staff support to safely navigate the campus.

The program focus is on building skills in independence, communication, functional daily living, and attending/focusing on tasks. Students take the alternative state performance assessment.

Instructional Practices:

- Structured Evidence-Based Practice (EPBs) for students with autism
- Instruction is based upon the recommended evidence-based strategies promoted by CAPTAIN
- Focus on building skills in:
 - Independence
 - Communication
 - Functional daily living
 - Attending and Focusing skills
- Movement/Sensory Interventions are used to help build focus
- Behavioral supports include reinforcement for compliance and perseverance

Recommended Class Size: Up to 9

Staffing Ratio:

- 2:1 (one adult for every two students)
- Class of 9 would have 3 para-educators
- Majority of Academic Instructional Time: 1:1 up to 3:1

Facility Needs:

- Bathroom in classroom or close by
- Classes with individual work areas
- Calming space with sensory supports

School(s): Earhart & Edison Elementary

FOUNDATION TO SCHOOL SUCCESS ELEMENTARY GRADE 1 - 3 SCHOOL SPECIAL DAY CLASS

Service Description:

The Foundations to School Success class is an elementary special day class where the emphasis surrounds social skills acquisition and application of functional academic skills. This class is designed for students in 1st-3rd grade, whose educational services cannot be provided exclusively within the general education classroom. These students require a high level of structure and supervision due to their social or behavioral needs.

Instructional Strategies:

Students receive instruction from the teacher and paraeducators. All instruction is planned and guided by the classroom teacher and is individualized to meet the needs of each student. Classroom activities are structured through use of a variety of groupings including:

- One-on-one staff to student instruction
- Small group instruction
- Large group instruction
- Independent student work
- Specific social-emotional curriculum

Classroom support systems include:

- Behavioral supports include reinforcement for compliance and perseverance
- Consistent structure
- Structured behavioral and emotional skill building
- Strong interdisciplinary teamwork
- Developing and maintaining interpersonal relationships
- Getting needs met in a prosocial way/self-advocacy
- Adjusting communication style for different audiences
- Positive reinforcement and progress monitoring
- Self-management strategies; self regulation skills
- Seats in general education classroom

Recommended Class Size: Up to 12

Staffing Ratio:

- 3:1 (one adult for every 3 children)
- Class of 12 would have 3 para-educators
- Majority of Academic Instructional Time: 5:1

Facility Needs: Room with calming space

School(s): Otis Elementary

COUNSELING ENRICHED CLASSROOM (CEC) ELEMENTARY GRADE 3 - 5 SCHOOL SPECIAL DAY CLASS

Service Description:

The Counseling Enriched Classroom (CEC) SDC program serves students whose behavioral and emotional needs are documented to be more intense in frequency, duration, and/or intensity than other students in their age group. The student's behavioral needs manifest in the school, home, and community environments which negatively impact their ability to access their educational program. Students in the program require a greater level of emotional and/or behavioral support than can be achieved through typical case management, outpatient therapy, and mild-moderate special education classes. Students typically, but not always, have emotional disturbance as their primary disability classification.

Students have been assessed and found qualified for Education Related Mental Health Services (ERMHS) in the form of intensive therapeutic support on the public school site. Qualification for ERMHS is a requirement for placement in this program.

The program is dedicated to helping the students manage significant emotional reactions, learn to act responsibly, increase positive social interactions, increase resilience, and improve academic progress. The program gives students access to the core curriculum in a setting that also allows them to benefit from individual and small group counseling and social skills training. Education related mental health services are infused into the school day.

The program has the capacity to serve a student within the CEC classroom for all but one period of the school day if appropriate. The time spent assigned to the CEC Program depends on how emotionally ready the student is to function outside of the therapeutic milieu. The goal is to increase the time the student is successful in the general education setting.

Students are exited to a lower level of service when they can function an entire school day outside of the CEC classroom. Students may continue to receive therapeutic support.

The CEC program includes mental health support (individual, group, and family therapy) as part of the intensive, individualized services. Students' access to general education classes varies according to their needs. The purpose of the CEC program is to increase a student's ability to function effectively on a mainstream school campus.

Instructional Practices:

- Milieu therapy
- Consistent structure
- Structured behavioral and emotional skill building
- Weekly individual and small group therapy
- Strong interdisciplinary teamwork
- Access to general education curriculum; can include modifications
- Positive reinforcement and progress monitoring

Students learn to:

- Developing and maintaining interpersonal relationships
- Develop self-advocacy and get personal needs met in a prosocial way
- Adjusting communication style for different audiences

Recommended Class Size:

Up to 14 students

Staffing Ratio:

4:1 ratio (one adult for every 4 students)

Class of 12 students would have one teacher and 2 para-educators

1 Mental Health Therapist for the class

School(s): Otis Elementary

MIDDLE SCHOOL SERVICE OPTIONS

MILD TO MODERATE MIDDLE SCHOOL SERVICES

Description of Services:

Middle school sites have Educational Specialist(s) to address strategic and/or intensive needs of students in a general education setting. Students may receive Specialized Academic Instruction (SAI) within the general education classroom (push-in), in a special education classroom, or in a co-teaching classroom. Educational Specialists provide services designed to accommodate students with IEPs who are capable of meeting the state and district approved standards for graduation with a diploma. Also, some students receive instruction designed for vocational readiness and will receive a Vocational Competency Certificate at the time of graduation. Students who receive services may be served through consultation, supported classroom or small group direct instruction as determined by the student's IEP.

Caseload maximum: 28

Leveled supports range:

Description of Strategic Level Supports: Students with IEPs that are performing within two grade levels.

Strategic Academic Support (SAS): 1 period of general education support and working towards individual student goals which include executive functioning, Strategic Instruction Model (SIM) strategies. This is in lieu of an elective.

Strategic Academic Support (SAS) for English Language Development (ELD) students: 1 period of general education support with the focus on developing language working towards individual student goals which include executive functioning, Strategic Instruction Model (SIM) strategies. This is in lieu of an elective.

Strategic Math 6/7/8 Students with IEPs who are performing within 2 grade levels below have access to a grade-level curriculum that focuses on State Standards for Math in a smaller classroom setting with an Education Specialist.

Strategic English 6/7/8 Students with IEPs who are performing within 2 grade levels below have access to a grade-level curriculum that focuses on State Standards for Language Arts in a smaller classroom setting with an Education Specialist.

Description of Intensive: Students with IEPs that are performing more than 2 to 4 grade levels below. These students are still on the high school diploma track.

Intensive Math/English 6-8 Students with IEPs who are performing more than 2 to 4 grade levels below have access to curriculum specific to their needs that focus on students' individual IEP goals in order to close the achievement gap are in a smaller classroom with an Education Specialist with additional paraprofessional support.

Co-Taught History/Science is a general education course with both a content specific teacher and an Education Specialist teaching one course. This course is designed to support all students including Intensive level students to access the general education curriculum in the least restrictive environment with modifications and accommodations.

MIDDLE SCHOOL BRIDGE SUPPORTS

Description of Services: This middle school class is designed on the foundation of Evidence Based Practice and Applied Behavior Analysis to meet the needs of middle school students on the high end of the Autism Spectrum including those diagnosed with other nonverbal learning disabilities, and other social-emotional challenges who have grade level academic skills, but lack the social and cognitive and executive functioning skills necessary to be successful both in the classroom and in social situations in order to facilitate maximum progress toward educational goals.

The class (Communication in the Real World) serves students whose primary educational challenges include the following:

- "Social cognitive deficits" which implies that the underlying cognition fails to support the presentation of "appropriate" social skills, resulting in:
 - Inadequate social skills to initiate and maintain a diverse set of social relationships
 - Limited understanding of conversation and body language essential to forming peer bonds
- Executive functioning deficits, including:
 - Problems organizing materials and setting schedule
 - Difficulty analyzing, planning, organizing and executing tasks
- This class is in lieu of an elective

Students in this class require specialized case management, focused on the academic, behavioral, and social/emotional challenges faced by students who are either on the autism spectrum or for other reasons demonstrate social-cognitive skills deficit, and are at or above grade level (graduation track). Students typically, but not always, have Autism as their primary disability classification. Students in this class typically spend most of their school day (80-98%) in general education classes, with at least one specific period in a special education setting (Communication in the Real World). This class is in lieu of an elective.

Instructional Practices:

- Direct skills instruction in the areas of:
 - social/emotional functioning
 - organization; executive functioning
 - independent work
 - appropriate school and community behavior
- Specialized instruction in social cognitive skills
- Intensive instruction and support in the area of executive functioning skills
- Students in the class must have Specialized Academic Instruction (SAI) services as part of their IEP. SAI services can take one or more of the following forms for a student:
 - One period in a class taught by a teacher, focused on building the social-cognitive skills
 - Academic class(es) taught or co-taught by a special education teacher
 - Academic support class taught by a special education teacher
- Intense push-in-support to promote generalization of social cognitive and executive functioning skills to general education settings
 - Push-in support is coordinated by the teacher and carried out by the special education staff within the general education classrooms and across settings as appropriate.

ALAMEDA UNIFIED SCHOOL DISTRICT

Excellence & Equity For All Students

Staffing:

- Teacher and support staff provide direct skill instruction in designated courses
- Teacher and support staff work with general education teachers and related service providers to adapt instructional strategies to meet the individual needs of the students.

School(s): Lincoln Middle School

MODERATE TO SEVERE MIDDLE SCHOOL SPECIAL DAY CLASS (SDC)

Service Description:

Students enrolled in this service have a level of disability that is in the Moderate to Severe range. The students require intensive staff support and adult prompts for the majority of the school day. Due to communication and cognitive challenges, the students need staff support to safely navigate the campus. The students take the alternative state performance assessment.

The class provides specialized academic instruction and services to individual students as specified in their IEP. Moderate to Severe SDC use an interdisciplinary team approach to provide, as appropriate, related services which may include: nursing, adaptive Physical Education, speech/language therapy, occupational therapy, physical therapy, assistive technology, and positive behavior interventions.

Related services may be provided through direct service or consultation. Service emphasis is to support student learning in the areas of pre-academic/functional academics, vocational, self-help, social and recreation/leisure. A variety of teaching strategies are used to develop functional communication and adaptive skills. The curriculum targets necessary skills for increasing individual performance, thus allowing each student to progress at their own rate. Students' participation in the general education setting is determined by the IEP.

Classroom Structure and Focus:

- Structured reinforcement-based instruction
- Building skills in:
 - Independence
 - Communication
 - Functional daily living
 - Attending and Focusing skills
- Movement/Sensory interventions to build focus

Recommended Class Size: Up to 15

Staffing Ratio:

- 3:1 ratio
- Majority of academic instruction is 1:1 to 3:1 student/teacher ratio
- For example, a class of 12 students would have one teacher and 3 para-educators

Facility Needs:

- Bathroom in classroom or close by
- Practical equipment such as microwave, stove, washer and dryer

Schools: Grades 6-8 at Wood Middle School

COUNSELING ENRICHED CLASSROOM (CEC) MIDDLE SCHOOL SPECIAL DAY CLASS (SDC)

Service Description:

The Counseling Enriched Classroom (CEC) SDC serves students whose behavioral and emotional needs are documented to be more intense in frequency, duration, and/or intensity than other students in their age group. The students' behavioral needs manifest in the school, home, and community environments which negatively impact their ability to access their educational program.

Students in this class require a greater level of emotional and/or behavioral support than can be achieved through typical case management, outpatient therapy, and mild-moderate special education classes. Students in the class typically, but not always, have emotional disturbance as their primary disability classification

Students have been assessed and found qualified for Education Related Mental Health Services (ERMHS) in the form of intensive therapeutic support at the public school site.

The class is dedicated to helping students manage significant emotional reactions, learn to act responsibly, increase positive social interactions, increase resilience, and improve academic progress.

The class gives students access to the core curriculum in a setting that also allows them to benefit from individual and small group counseling and social skills training. Education related mental health services are infused into the school day.

The class has the capacity to serve a student within the CEC classroom for all but one period of the school day, if appropriate. The time spent assigned to the CEC Program depends on how emotionally ready the student is to function outside of milieu therapy. The goal is to increase the time the student is successful in the mainstream setting.

Students are exited to a lower level of service when they can manage an entire school day outside of the CEC classroom.

The CEC service includes mental health support (individual, group, and family therapy) as a part of the intensive, individualized services. Students' access to general education classes varies according to their needs. The purpose of the CEC service is to increase a student's ability to function effectively on a mainstream school campus.

The middle school service is offered through a partnership with Seneca.

The goal of the CEC service is to increase a student's ability to function effectively on a general education public school campus.

Instructional Practices:

- Milieu therapy
- Consistent structure; leveled behavior system that is highly motivating
- Structured behavioral and emotional skills building
- Weekly individual and group therapy, as well as family therapy
- Strong interdisciplinary teamwork
- Positive reinforcement and progress monitoring

Students learn to:

- Develop and maintain interpersonal relationships
- Develop self-advocacy and get personal needs met in a prosocial way
- Adjust communication styles for different audiences

ALAMEDA UNIFIED SCHOOL DISTRICT

Excellence & Equity For All Students

Recommended Class Size: Up to 14 students

Staffing Ratio:

- One teacher
- One therapist for the classroom
- Up to three mental health counselors (MHCs) from Seneca
- A counseling supervisor from Seneca

Facility Needs: Classroom with quiet, sensory cool-down space; office space for individual and group therapy

School(s): Grades 6-8 at Lincoln Middle School

MIDDLE SCHOOL PRACTICAL SKILLS SERVICE

Service Description:

The Practical Skills Service is designed for students whose level of disability is considered in the Moderate Range. The student is unable to access grade level standards in General Education, Strategic, or Intensive instructional classes. The student's instructional reading comprehension level is below 3rd grade level. The student has had extensive exposure to evidence-based intensive interventions in the course's subject area and has not made significant progress toward grade level functioning.

Instructional Practices:

- Functional application of grade level standards with the goal of functional independence in the community and readiness for future education and employment
- Students can take anywhere from one to all of their academic courses in the Practical Program but take general education electives and PE
- Practical academic courses do not satisfy requirements for a high school diploma

Recommended Class Size: 15

Staffing Ratio: 5:1

School(s): Grades 6-8 at Lincoln Middle School

HIGH SCHOOL SERVICE OPTIONS

MILD TO MODERATE HIGH SCHOOL SERVICES

Service Description:

High school sites have Educational Specialist(s) to address strategic and/or intensive needs of students in a general education setting. Students may receive Specialized Academic Instruction (SAI) within the general education classroom (push-in), in a special education classroom, or in a co-taught classroom.

Educational Specialists provide services designed to accommodate students with IEPs who are capable of meeting the state and district approved standards for graduation with a diploma. Also, some students receive instruction designed for vocational readiness and will receive a Vocational Competency Certificate at the time of graduation. Students who receive services may be served through consultation, supported classroom or small group direct instruction as determined by the student's IEP.

Caseload maximum: 28

Leveled supports range:

- Co-taught Level support is a general education course with both a content specific General Education teacher and an Education Specialist teaching one course. The course is designed to support all students to access the general education curriculum in the least restrictive environment with modifications and accommodations.
- Intensive-Level support is a course designed to support students with IEPs who are performing more than 2 to 4 grade levels below to have access to curriculum specified to their needs that focus on students' individual IEP goals in order to close the achievement gap. The course is taught in a smaller classroom with an Education Specialist with additional paraprofessional support.

School(s): Alameda High School and Encinal High School

MODERATE TO SEVERE HIGH SCHOOL SPECIAL DAY CLASS

Service Description:

Students enrolled in this service have a level of disability that is in the Moderate to Severe range. The students require intensive staff support and adult prompts for the majority of the school day. Due to communication and cognitive challenges, students need staff support to safely navigate the campus. The students take the alternative state performance assessment.

The class provides specialized academic instruction and services to individual students as specified in their IEP. Moderate to Severe SDC use an interdisciplinary team approach to provide, as appropriate, related services which may include: nursing, adaptive Physical Education, speech/language therapy, occupational therapy, physical therapy, assistive technology, and positive behavior interventions.

Related services may be provided through direct service or consultation. Service emphasis is to support student learning in the areas of pre-academic/functional academics, vocational, self-help, social and recreation/leisure. A variety of teaching strategies are used to develop functional communication and adaptive skills. The curriculum targets necessary skills for increasing individual performance, thus allowing each student to progress at their own rate. Students' participation in the general education setting is determined by the IEP.

Classroom Structure and Focus:

- Structured reinforcement-based instruction
- Building skills in:
 - Independence
 - Communication
 - Functional daily living
 - Attending and Focusing skills
- Movement/Sensory interventions to build focus

Recommended Class Size: Up to 15

Staffing Ratio:

- 3:1 ratio
- Majority of academic instruction is 1:1 to 3:1 student/teacher ratio
- For example, a class of 12 students would have one teacher and 3 para-educators

Facility Needs:

- Bathroom in classroom or close by
- Practical equipment such as microwave, stove, washer and dryer
- Safe distance from the street
- A sensory space

Schools: Alameda High School

COUNSELING ENRICHED CLASSROOM (CEC) HIGH SCHOOL PROGRAM

Service Description:

The Counseling Enriched Classroom (CEC) SDC program serves students whose behavioral and emotional needs are documented to be more intense in frequency, duration, and/or intensity than other students in their age group. The student's behavioral needs manifest in the school, home, and community environments which negatively impact their ability to access their educational program. Students in the program require a greater level of emotional and/or behavioral support than can be achieved through typical case management, outpatient therapy, and mild-moderate special education classes. Student typically, but not always, have emotional disturbance as their primary disability classification

Students have been assessed and found qualified for Education Related Mental Health Services (ERMHS) in the form of intensive therapeutic support on the public school site. The program is dedicated to helping the students manage significant emotional reactions, learn to act responsibly, increase positive social interactions, increase resilience, and improve academic progress. The program gives students access to the core curriculum in a setting that also allows them to benefit from individual and small group counseling and social skills training. Education related mental health services are infused into the school day.

The program has the capacity to serve a student within the CEC classroom for all but one period of the school day if appropriate. The time spent assigned to the CEC Program depends on how emotionally ready the student is to function outside of the Therapeutic milieu. The goal is to increase the time the student is successful in the mainstream setting.

Students are exited to a lower level of service when they can tolerate an entire school day outside of the CEC classroom.

The CEC program includes mental health support (individual, group, and family therapy) as part of the intensive, individualized services. Students' access to general education classes varies according to their needs. The purpose of the CEC program is to increase a student's ability to function effectively on a mainstream school campus.

Instructional Practices:

- Milieu therapy
- Consistent structure; leveled behavioral system that is highly motivating
- Structured behavioral and emotional skills building
- Weekly individual and group therapy, as well as family therapy
- Strong interdisciplinary teamwork
- Positive reinforcement and progress monitoring

Students learn to:

- Develop and maintain interpersonal relationships
- Develop self-advocacy and get personal needs met in a prosocial way
- Adjust communication styles for different audiences

Recommended Class Size: Up to 12 students

ALAMEDA UNIFIED SCHOOL DISTRICT

Excellence & Equity For All Students

Staffing Ratio:

5:1 ratio (one adult for every five students)

Class of 12 students would have one teacher and 2 paraeducators

Therapist in the classroom

Facility Needs: Classroom close to confidential office used for therapy

School(s): Alameda and Encinal High Schools; Island High School for Intensive CEC

HIGH SCHOOL FUNCTIONAL SKILLS CLASS

Service Description:

The Functional Skills Class is designed for students whose level of disability is considered in the Moderate Range. The student is unable to access grade level stands in Strategic, Intensive or General Education classes. The student's instructional reading comprehension level is below 5th grade level. The student has had extensive exposure to evidence-based intensive interventions in the course's subject area and has not made significant progress toward grade level functioning.

Instructional Practices:

- Functional application of grade level standards with the goal of functional independence in the community and readiness for future education and employment
- Students can take anywhere from one to all of their academic courses in the Functional Class but take general education electives and PE
- Functional academic courses do not satisfy requirements for a high school diploma

Recommended Class Size: up to 15 students

Staffing Ratio: 5:1

Facility Needs: time off campus

School(s): Alameda High School

ADULT TRANSITION

Service Description:

The Adult Transition Program serves eligible adults ages 18 - 22. The program focuses on independent employment through a curriculum designed to help students develop interpersonal skills, access community resources, and receive work related training and other skills needed to live in the community. Activities are designed for students with high adaptive skills and the potential of functioning independently in the community.

Classroom Structure and Focus/Instructional Practices:

Recommended Class Size: 12 students

Staffing Ratio: 4:1

Facility Needs: Consistent time off campus

School(s): Alameda High School