

BOARD OF EDUCATION AGENDA

SPECIAL MEETING

April 7, 2022 - 5:00 PM

Special Board Meeting. Topic: Special Education

This meeting will be recorded. If you are unable to join the meeting via Zoom but would like to submit a public comment on the item(s) listed on this agenda only, please send public comment to: publiccomments@alamedaunified.org. Comments received by 5:00pm on April 6, 2022 will be distributed to Board of Education members prior to the meeting.

Adjournment will be no later than 10:30 PM for all regular and special meetings, unless extended by a majority vote of the Board. Writings relating to a board meeting agenda item that are distributed to at least a majority of the Board members less than 72 hours before the noticed meeting, and that are public records not otherwise exempt from disclosure, will be available for inspection at the District administrative offices, 2060 Challenger Drive, Alameda, CA. Such writings may also be available on the District's website. (Govt Code 54957.5b).

Individuals who require special accommodations (American Sign Language interpreter, accessible seating, documentation in accessible format, etc.) should contact Kerri Lonergan, Assistant to the Superintendent, at 337-7101 as soon as possible preceding the meeting.

IF YOU WISH TO ADDRESS THE BOARD OF EDUCATION

Please submit a "Request to Address the Board" slip to Kerri Lonergan, Assistant to the Superintendent, prior to the introduction of the item. For meeting facilitation, please submit the slip at your earliest possible convenience. Upon recognition by the President of the Board, please come to the podium and identify yourself prior to speaking. The Board of Education reserves the right to limit speaking time to three (3) minutes or fewer per individual. Speakers are permitted to yield their time to one other speaker, however no one speaker shall have more than four (4) minutes. The public may comment on each item listed as the item is taken up. The Board reserves the right to limit public comment on agenda items to ten (10) minutes per item. The Board may, with the consent of persons representing both sides of an issue, allocate a block of time to each side to present their issue.

A. CALL TO ORDER

1. Public Comment on Closed Session Topics: The Board of Education Reserves the Right to Limit Public Comment to 10 Minutes.

To join the Zoom meeting in order to make a public comment on Closed Session Agenda Items only:

Join Zoom Meeting (Closed Session ONLY!)

<https://zoom.us/j/91852291856>

Meeting ID: 918 5229 1856

2. Adjourn to Closed Session - 5:00 PM - Board Members will meet privately via Zoom for Closed Session. Any action taken during Closed Session will be reported out under "Closed Session Action Report."

Conference with Legal Counsel Regarding Anticipated Litigation Pursuant to Government Code Section 54956.9, subdivision (b) (1 case):

- 1) One case Alameda Unified School District as potential plaintiff
3. Reconvene to Public Session - 5:30 PM - Via Zoom Video Conference.

Join Zoom Meeting:
[https://zoom.us/j/99261512385?](https://zoom.us/j/99261512385?pwd=ZWw3emJZeWZMRm9vQ3V1YlZCdFE5UT09)
pwd=ZWw3emJZeWZMRm9vQ3V1YlZCdFE5UT09
Meeting ID: 992 6151 2385
Passcode: 854348

To view meeting on Facebook Live at 5:30 PM, please click on the following link: <https://www.facebook.com/AlamedaUnified/>

4. Pledge of Allegiance - Board of Education President Jennifer Williams will lead the Pledge of Allegiance
5. Introduction of Board Members and Staff
6. Closed Session Action Report

B. MODIFICATION(S) OF THE AGENDA - The Board may change the order of business including, but not limited to, an announcement that an agenda item will be considered out of order, withdrawn, postponed, or rescheduled.

C. ADOPTION OF THE CONSENT CALENDAR

1. Approval of 2022-2023 School Year Calendars for Alameda Adult School (AAS) and Alameda Science and Technology Institute (ASTI)
2. Approval of Special Education Local Plan Area Master Contracts
3. Approval of Quarterly Report on Williams Uniform Complaints
4. Approval of Update to Board Policies 4161, 4261, and 4361 - Leaves
5. Ratification of Contracts Executed Pursuant to Board Policy 3300

D. BUSINESS – Informational reports and action items are presented under this section.

1. Special Education - Service Delivery Model (120 Mins/Information)

E. ADJOURNMENT

ALAMEDA UNIFIED SCHOOL DISTRICT
SPECIAL AGENDA ITEM

Item Title: Adjourn to Closed Session - 5:00 PM - Board Members will meet privately via Zoom for Closed Session. Any action taken during Closed Session will be reported out under "Closed Session Action Report."

Item Type:

Background: Adjourn to Closed Session - 5:00 PM - Board Members will meet privately via Zoom for Closed Session. Any action taken during Closed Session will be reported out under "Closed Session Action Report."

Conference with Legal Counsel Regarding Anticipated Litigation Pursuant to Government Code Section 54956.9, subdivision (b) (1 case):
1) One case Alameda Unified School District as potential plaintiff

AUSD LCAP Goals: 1. Eliminate barriers to student success and maximize learning time.

Fiscal Analysis

Amount (Savings) (Cost):

Recommendation:

AUSD Guiding Principle:

Submitted By:

ALAMEDA UNIFIED SCHOOL DISTRICT
SPECIAL AGENDA ITEM

Item Title: Approval of 2022-2023 School Year Calendars for Alameda Adult School (AAS) and Alameda Science and Technology Institute (ASTI)

Item Type: Consent

Background: The joint Calendar Committee met and approved the 2022-2023 calendars for each school - Alameda Adult School and Alameda Science and Technology Institute (ASTI).

The attached calendars are the versions chosen by the Association and are now presented for Board approval.

AUSD LCAP Goals:

Fiscal Analysis

Amount (Savings) (Cost): No Fiscal Impact

Recommendation: Approve as submitted.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization.

Submitted By: Timothy Erwin, Chief Human Resources Officer

ATTACHMENTS:

	Description	Upload Date	Type
□	ASTI 2022-2023 School Year Calendar	4/5/2022	Backup Material
□	Adult School 2022-2023 School Year Calendar	4/5/2022	Backup Material

MONTH						Important Dates	
Jul-2022	M	Tu	W	Th	F	Teaching Days	Cumulative Teaching Days
	④	5	6	7	1		
	11	12	13	14	8		
	18	19	20	21	15		
	25	26	27	28	22		
					29	0	0
Aug-2022	1	2	3	4	5		
	8	9	10	11	12		
	15	16	17	18	19		
	22	23	24	25	26		
	29	30	31			13	13
Sep-2022	⑤	6	7	8	9		
	12	13	14	15	16		
	19	20	21	22	23		
	26	27	28	29	30	21	34
Oct-2022	3	4	5	6	7		
	10	11	12	13	14		
	17	18	19	20	21		
	24	25	26	27	28		
	31					20	54
Nov-2022		1	2	3	4		
	7	8	9	10	⑪		
	14	15	16	17	18		
	21	22	23	24	25		
	28	29	30			16	70
Dec-2022				1	2		
	5	6	7	8	9		
	12	13	14	15	16		
	19	20	21	22	23		
	26	27	28	29	30	16	86
Jan-2023	②	3	4	5	6		
	9	10	11	12	13		
	16	17	18	19	20		
	23	24	25	26	27		
	30	31				10	96
Feb-2023			1	2	3		
	6	7	8	9	10		
	13	14	15	16	17		
	20	21	22	23	24		
	27	28				18	114
Mar-2023			1	2	3		
	6	7	8	9	10		
	13	14	15	16	17		
	20	21	22	23	24		
	27	28	29	30	31	18	132
Apr-2023	3	4	5	6	7		
	10	11	12	13	⑭		
	17	18	19	20	21		
	24	25	26	27	28	20	152
May-2023	1	2	3	4	5		
	8	9	10	11	12		
	15	16	17	18	19		
	22	23	24	25	26		
	29	30	31			22	174
Jun-2023				1	2		
	5	6	7	8	9		
	12	13	14	15	16		
	19	20	21	22	23		
	26	27	28	29	30	6	180

○ = District Holiday

□ = School Breaks

■ = First and Last Student Day

□ = Teacher PD Day

□ = Teacher Workday

MONTH								Important Dates	
Jul-2022	M	Tu	W	Th	F	Teaching Days	Cumulative Teaching Days	First Day of School 8/22/2022	HS Terms
	4	5	6	7	8			Last Day of School 6/1/2023	Hex 1 8/22 - 9/29/2022
	11	12	13	14	15				Hex 2 10/3 - 11/10/2022
	18	19	20	21	22				Hex 3 11/14 - 1/12/2023
	25	26	27	28	29	0	0	Please note that ESL and HS Classes are offered M-Th	Hex 4 1/17 - 3/2/2023
Aug-2022	1	2	3	4	5				Hex 5 3/6 - 4/20/2023
	8	9	10	11	12			Teacher Work Days: PD	Hex 6 4/24 - 6/1/2023
	15	16	17	18	19			Registration 8/9 & 8/11 & 8/16 & 8/18 (also teacher workdays)	Holidays and Breaks
	22	23	24	25	26				Independence Day: 7/4/2022
	29	30	31			7	7		Labor Day: 9/2 - 9/5/2022
Sep-2022				1	2				Veteran's Day: 11/11/2022
	5	6	7	8	9				Fall Break: 11/21-11/25/2022
	12	13	14	15	16				Winter Break: 12/22/2022-1/6/2023
	19	20	21	22	23			Teacher PD day	MLK Jr.: 1/16/2022
	26	27	28	29	30	15	22	Hex 2 Reg 9/28	Presidents Week: 2/20 - 2/24/2023
Oct-2022	3	4	5	6	7				Spring Break: 4/10 - 4/14/2023
	10	11	12	13	14				Memorial Day Break: 5/29/2023
	17	18	19	20	21				
	24	25	26	27	28			CASAS Testing Week	
	31					17	39		
Nov-2022		1	2	3	4				
	7	8	9	10	11			Hex 3 Reg 11/9	
	14	15	16	17	18			Teacher PD day	
	21	22	23	24	25				
	28	29	30			13	52		
Dec-2022				1	2				
	5	6	7	8	9				
	12	13	14	15	16				
	19	20	21	22	23				
	26	27	28	29	30	12	64		
Jan-2023	2	3	4	5	6				
	9	10	11	12	13			Hex 4 Reg 1/11	
	16	17	18	19	20				
	23	24	25	26	27				
	30	31				13	77		
Feb-2023			1	2	3				
	6	7	8	9	10			CASAS Testing Week	
	13	14	15	16	17			Teacher PD day	
	20	21	22	23	24				
	27	28				11	88		
Mar-2023			1	2	3			Hex 5 Reg 3/1	
	6	7	8	9	10				
	13	14	15	16	17				
	20	21	22	23	24				
	27	28	29	30	31	18	106		
Apr-2023	3	4	5	6	7			Teacher PD day	
	10	11	12	13	14				
	17	18	19	20	21			Hex 6 Reg 4/19	
	24	25	26	27	28	11	117		
May-2023	1	2	3	4	5				
	8	9	10	11	12				
	15	16	17	18	19			CASAS Testing Week	
	22	23	24	25	26				
	29	30	31			18	135		
Jun-2023				1	2				
	5	6	7	8	9				
	12	13	14	15	16				
	19	20	21	22	23				
	26	27	28	29	30	1	136		

MONTH										
Jul-2022	M	Tu	W	Th	F	Teaching Days	Cumulative Teaching Days	Important Dates	ESL Terms	
					1			First Day of School 8/22/2022	Term 1 8/22 - 10/13/2022	
	4	5	6	7	8			Last Day of School 6/1/2023	Term 2 10/24- 12/21/2022	
	11	12	13	14	15				Term 3 1/17 - 3/23/2023	
	18	19	20	21	22				Term 4 4/3 - 6/1/2023	
	25	26	27	28	29	0	0	Please note that ESL and HS Classes are offered M-Th		
Aug-2022	1	2	3	4	5					
	8	9	10	11	12			Teacher Work Days: PD	Holidays and Breaks	
	15	16	17	18	19			Re-registration 8/8 & 8/10 (also teacher workdays)	Independence Day: 7/4/2022	
	22	23	24	25	26			New Student Registration 8/15 & 8/17 (also teacher workdays)	Labor Day: 9/2 - 9/5/2022	
	29	30	31			7	7		Veteran's Day: 11/11/2022	
Sep-2022				1	2				Fall Break: 11/21-11/25/2022	
	5	6	7	8	9				Winter Break: 12/22/2022-1/6/2023	
	12	13	14	15	16				MLK Jr.: 1/16/2022	
	19	20	21	22	23				Presidents Week: 2/20 - 2/24/2023	
	26	27	28	29	30	16	23	CASAS Testing & Makeups	Spring Break: 4/10 - 4/14/2023	
Oct-2022	3	4	5	6	7				Memorial Day Break: 5/29/2023	
	10	11	12	13	14			Re-registration 10/10 & 10/11		
	17	18	19	20	21			Registration & PD		
	24	25	26	27	28					
	31					13	36			
Nov-2022		1	2	3	4					
	7	8	9	10	11					
	14	15	16	17	18					
	21	22	23	24	25					
	28	29	30			14	50			
Dec-2022				1	2					
	5	6	7	8	9			CASAS Testing & Makeups		
	12	13	14	15	16					
	19	20	21	22	23			Re-registration 12/19 & 12/20		
	26	27	28	29	30	12	62			
Jan-2023	2	3	4	5	6					
	9	10	11	12	13			Registration & PD		
	16	17	18	19	20					
	23	24	25	26	27					
	30	31				9	71			
Feb-2023			1	2	3					
	6	7	8	9	10					
	13	14	15	16	17					
	20	21	22	23	24					
	27	28				12	83			
Mar-2023			1	2	3					
	6	7	8	9	10			CASAS Testing		
	13	14	15	16	17					
	20	21	22	23	24			Re-registration 3/20 & 3/21		
	27	28	29	30	31	14	97	Teacher work days: New Student Registration & PD		
Apr-2023	3	4	5	6	7					
	10	11	12	13	14					
	17	18	19	20	21					
	24	25	26	27	28	12	109			
May-2023	1	2	3	4	5					
	8	9	10	11	12			CASAS Testing		
	15	16	17	18	19					
	22	23	24	25	26					
	29	30	31			18	127			
Jun-2023				1	2					
	5	6	7	8	9					
	12	13	14	15	16					
	19	20	21	22	23					
	26	27	28	29	30	1	128			

ALAMEDA UNIFIED SCHOOL DISTRICT
SPECIAL AGENDA ITEM

Item Title: Approval of Special Education Local Plan Area Master Contracts

Item Type: Consent

Background: Alameda Unified School District's Special Education Department contracts with non-public schools and non-public agencies to provide services to AUSD students under SELPA (Special Educational Local Plan Areas) agreements.

(Fund 01) Agreement between AUSD and Oak Hill School for a total of \$25,332.00.
(Fund 01) Agreement between AUSD and Ro Health for a total of \$9,180.00.
(Fund)1) Agreement between AUSD and Speech Pathology Group for a total of \$3,925.00.

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fiscal Analysis

Amount (Savings) (Cost): \$38,437.00

Recommendation: Approve as submitted.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.

Submitted By: Kirsten Zazo, Assistant Superintendent of Educational Services

ATTACHMENTS:

Description	Upload Date	Type
☐ SELPA Contracts 4.7.22	4/1/2022	Backup Material

Meeting Date: April 7, 2022

Item Title: Approval of Special Education Local Plan Area Contracts

Each year, Alameda Unified School District's Special Education Department prepares "Master Contracts" that allocate funds for its ongoing annual services provided to AUSD students under SELPA (Special Education Local Plan Area) agreements.

In order to protect confidential student information, the contracts for non-public schools and non-public agencies related service providers listed below will be maintained in the Special Education Department for board members and public review.

Oak Hill School

Student #1 – S	\$25,332.00
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Ro-Health – paraprofessional (WMS/LMS)	\$9,180.00
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Speech Pathology Group (FBA –IEE)	\$3,925.00
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ALAMEDA UNIFIED SCHOOL DISTRICT
SPECIAL AGENDA ITEM

Item Title: Approval of Quarterly Report on Williams Uniform Complaints

Item Type: Consent

Background: The Board of Education's approval is needed by the Alameda County Office of Education on the quarterly reporting of complaints received under the Valenzuela/CAHSEE Lawsuit Settlement – Williams Uniform Complaints.

There were no Williams Uniform Complaints during the quarter ending March 31, 2022.

AUSD LCAP Goals: 1. Eliminate barriers to student success and maximize learning time.| 4. Ensure that all students have access to basic services.

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: Approve as submitted.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.

Submitted By: Kirsten Zazo, Assistant Superintendent of Educational Services

ATTACHMENTS:

	Description	Upload Date	Type
□	Quarterly Report: Williams Uniform Complaints_January 1-March 31, 2022	4/1/2022	Backup Material



**ALAMEDA COUNTY
OFFICE OF EDUCATION**
L. K. Monroe, Superintendent

Quarterly Report on *Williams* Uniform Complaints

[Education Code § 35186]

District: _____

Person completing this form: _____ Title: _____

Quarterly Report Submission Date:

(check one and include year)

☐ October (for July-Sept)

☐ January (for Oct-Dec)

☐ April (for Jan-Mar)

☐ July (for Apr-June)

Date for information to be reported publicly at governing board meeting: _____

Please check the box that applies:

- ☐ No complaints were filed with any school in the district during the quarter indicated above.
- ☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials			
Teacher Vacancy or Misassignment			
Facilities Conditions			
TOTALS			

Print Name of District Superintendent

Signature of District Superintendent

Date

Please email the completed form to Sierra Falcon, Administrative Assistant
ACOE – 313 W. Winton Ave., Hayward, CA 94544-1136 | E-MAIL: sfalcon@acoe.org

ALAMEDA UNIFIED SCHOOL DISTRICT
SPECIAL AGENDA ITEM

Item Title: Approval of Update to Board Policies 4161, 4261, and 4361 - Leaves

Item Type: Consent

Background: The Board of Education authorized staff to negotiate with the bargaining units on the addition of Juneteenth as a locally recognized holiday.

Tonight, Board Policies 4161, 4261, and 4361 - Leaves, are being brought forward for approval of the addition of this holiday. No other changes have been made.

AUSD LCAP Goals:

Fiscal Analysis

Amount (Savings) (Cost): \$12,000.00

Recommendation: Approve as submitted.

AUSD Guiding Principle:

Submitted By: Tim Erwin, Assistant Superintendent of Human Resources

ATTACHMENTS:

Description	Upload Date	Type
□ Board Policy 4161_4261_4361 - Leaves	4/1/2022	Backup Material

Policy 4161: Leaves

Status: ADOPTED

Original Adopted Date: 02/11/2014 | **Last Reviewed Date:** 02/11/2014

The Board of Education shall provide for paid and unpaid leaves of absence and holidays for administrative and supervisory employees and confidential and licensed personnel in accordance with law, Board policy and administrative regulation, as applicable, and as set forth below.

This policy shall only apply to Administrative and Supervisory Employees, Confidential Employees and Licensed Personnel.

For purposes of this Leaves policy, the following definitions shall apply:

1. Administrative and Supervisory Employee shall mean the following:
 - a. A certificated or classified employee in a position with responsibilities as defined in Government Code 3540.1(m) and who is not subject to the district's collective bargaining agreements
 - b. A certificated or classified employee in a management position with responsibilities pursuant to Government Code 3540.1(g), including positions defined below as Certificated Executive Management.
2. Confidential Employee shall mean an employee in a position with responsibilities as defined in Section 3540.1(c) of the California Government Code.
3. Licensed Personnel shall mean an employee in the positions of psychologist, behavioral therapist or occupational therapist and who is not subject to the district's collective bargaining agreements.
4. Full Time Employee shall mean an employee who is regularly assigned to work five (5) days per week, seven (7) to eight (8) hours a day, 35 (thirty-five) to 40 (forty) hours per week, and who is employed for either the fiscal or academic year.
5. Certificated Executive Management Employee shall mean the Chief Business Officer and the Chief Human Resources Officer, if the individuals holding these position are certificated, the Assistant Superintendent of Education Services and any other certificated Assistant Superintendent approved by the Board subsequent to the effective date of this policy.

The Board recognizes the following justifiable reasons for employee absence:

1. Personal illness or injury
2. Industrial accident or illness
3. Family care and medical leave
4. Military service
5. Personal necessity and personal emergencies
6. Disability leave for certificated employees in accordance with Education Code 44986
7. Vacations and district holidays for classified staff and certificated management staff, as applicable
8. Personal holidays

9. Sabbaticals for purposes of study or training related to the employee's job duties
10. Attendance at work-related meetings and staff development opportunities
11. Compulsory leave

Long-Term Leaves

With Board approval, an employee may receive a leave of absence, without pay and without accruing seniority or service credit, for a period of up to one school year. Applications for long-term leave shall be made in writing and shall state the purpose for which leave is requested. All long-term leave agreements shall be in writing and shall state the terms and conditions of the leave, including the conditions governing the employee's return.

At the end of a long-term leave, the employee shall be reinstated to a similar position as that held at the time leave was granted, unless otherwise agreed upon.

The Board shall consider any written request by an employee to return to work prior to the expiration date of the leave.

District Holidays

The district observes the following holidays:

- Independence Day
- Labor Day
- Admission Day
- Veterans Day
- Thanksgiving Day and the Friday after Thanksgiving Day
- Day before Christmas Eve (noon; π day)*
- Christmas Eve
- Christmas Day
- New Year's Eve
- New Year's Day
- Martin Luther King Day
- Lincoln Day
- President's Day
- Friday of Spring Recess* (or Friday before Spring Recess)
- Memorial Day
- Juneteenth

Classified Administrative and Supervisory Employees, Certificated Executive Management, Confidential, and classified Licensed Personnel are entitled to payment for district holidays as part of their regular monthly compensation provided the holiday occurs during the employee's scheduled work year and provided they are in paid status during any portion of the workday immediately preceding or succeeding the holiday.

In general, certificated Administrative and Supervisory Employees and certificated Licensed Personnel are expected to designate district holidays as non-work days in accordance with Board Policy 4351 - Employee Compensation. In the event a certificated employee believes it is necessary to schedule a district holiday as a workday, the employee shall obtain approval from his/her immediate supervisor in advance.

Personal Holidays

In addition to the above district holidays, Administrative and Supervisory Employees, Confidential Employees and Licensed Personnel are entitled to personal holidays each fiscal year in accordance with the schedule set forth below. Personal Holidays do not accrue from year to year and may only be observed during the Thanksgiving, winter and spring school recesses.

Classified Administrative and Supervisory Employees, Certificated Executive Management, Confidential Employees and classified Licensed Personnel may designate up to 4 days each fiscal year as Personal Holidays.

Certificated Administrative and Supervisory Employees and certificated Licensed Personnel are entitled to Personal Holidays according to the number of work days in their annual contract as follows:

Work Days Number of Personal Holidays

190 to 194 = 1

195 to 203 = 2

204 to 212 = 3

213 to 224 = 4

225 = 4

Personal Holidays are subject to all of the following criteria:

1. The personal holiday must occur during the employee's scheduled work year
2. The employee must obtain prior approval from his/her immediate supervisor; and
3. The employee is in paid status during any portion of the workday immediately preceding or succeeding the personal holiday
4. The personal holiday occurs during the Thanksgiving, winter or spring school recess

Vacation for Classified Administrative and Supervisory Employees, Confidential Employees, Classified Licensed Personnel and Certificated Executive Management Employees

Consistent with the requirements of Education Code 45190 et. seq., the district provides vacation for the following employees: classified Administrative and Supervisory Employees, Confidential Employees, classified Licensed Personnel and Certificated Executive Management Employees ("eligible employees"). Although vacation is provided for rest, a supervisor may grant an eligible employee's request to use vacation for illness, disability, and or personal reasons.

A. Earning and Accrual of Vacation Leave

Eligible employees shall accrue annual vacation at the regular rate of pay earned at the time the vacation is commenced.

Full time eligible employees shall earn 1.7 days of vacation per month or the equivalent of 20.5 days per year. Regular eligible employees who are assigned to work less than full time shall receive a prorated vacation benefit based on the fraction of full-time work.

Earned vacation shall not become a vested right until completion of the initial six months of employment.

If an employee is unable or not permitted to take his/her full annual vacation, the Board shall pay the balance of the unused vacation in cash within 30 days of the conclusion of the fiscal year. At the employee's option, up to 5 days of unused vacation may accumulate for use in the next year.

Upon separation from service, the employee shall be entitled to lump-sum compensation for all earned and unused vacation, except that employees who have not completed six months of employment in regular status shall not be entitled to such compensation.

B. Scheduling Vacation

Vacation leave is normally scheduled in advance and shall be approved by the employee's immediate supervisor. The district retains absolute discretion to approve vacation leave, except that requests shall not be unreasonably denied. Vacation shall not be scheduled after the last day of work, except that an employee may schedule vacation

between the last day at work and the effective date of retirement. To use accrued vacation for illness or disability an employee may be required to submit medical certification of inability to work or illness in the family.

With the exception of the initial six months of employment, employees may take vacation before it is earned. If an employee is terminated and had been granted vacation which was not yet earned at the time of termination of his/her services, the district shall deduct from the employee's final pay check the full amount of salary which was paid for such unearned days of vacation taken.

C. Curtailment Period

Consistent with the district's management rights, including its right to determine the orderly, effective and efficient operation of the district, the district may elect at one or more of its locations to curtail or shut down some or all of its activities, on a location-by-location basis, for periods of specific duration. By way of example and not limitation, such periods may represent opportunities for energy/cost savings and/or adjustments to reduce levels of work activity due to transition periods in the academic calendar and/or "seasonal" or "holiday" influences on scheduled work activities and/or the occurrence of emergency or "forces of nature" situations adversely affecting normal district operations.

In the event of such total or partial closure or curtailment of operations, whether or not the district is able to anticipate such event, employees affected shall have the option of either using vacation leave or taking a leave without pay during the closure. Newly employed personnel are permitted to use accrued vacation during a curtailment period even if the required six initial months of employment has not been completed.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 22850-22856	Pension benefits, STRS members on military leave
Ed. Code 44018	Compensation for employees on active military duty
Ed. Code 44036-44037	Leaves of absence for judicial and official appearances
Ed. Code 44043.5	Catastrophic leave
Ed. Code 44800	Effect of active military service on status of employees
Ed. Code 44842	Reemployment notices, certificated employees
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Ed. Code 44962-44988	Leave of absence (certificated)
Ed. Code 45059	Employee ordered to active military/naval duty, computation of salary
Ed. Code 45190-45210	Leaves of absence (classified)
Fam. Code 297-297.5	Rights, protections, benefits under the law; registered domestic partners
Gov. Code 12945.1-12945.2	California Family Rights Act
Gov. Code 20990-21013	Pension benefits, PERS members on military leave
Gov. Code 3543.1	Rights of employee organizations
Gov. Code 3543.2	Scope of representation
Lab. Code 230-230.2	Leaves for victims of domestic violence, sexual assault or specified felonies
Lab. Code 230.3	Leave for emergency personnel

Lab. Code 230.4	Leave for volunteer firefighters
Lab. Code 230.8	Time off to visit child's school
Lab. Code 233	Illness of child, parent, spouse or domestic partner
M&V Code 395-395.9	Military leave
M&V Code 395.10	Leave when spouse on leave from military deployment
Federal	Description
29 USC 2601-2654	Family Care and Medical Leave Act
38 USC 4301-4334	Uniformed Services Employment and Reemployment Rights Act of 1994

Cross References

Code	Description
2121	Superintendent's Contract
4112.1	Contracts
4112.1	Contracts
4112.42	Drug And Alcohol Testing For School Bus Drivers
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4131	Staff Development
4131	Staff Development
4141	Collective Bargaining Agreement
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4159	Employee Assistance Programs
4161.1	Personal Illness/Injury Leave
4161.11	Industrial Accident/Illness Leave
4161.2	Personal Leaves
4161.5	Military Leave
4161.8	Family Care And Medical Leave
4161.9	Catastrophic Leave Program
4161.9	Catastrophic Leave Program
4212.42	Drug And Alcohol Testing For School Bus Drivers
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4231	Staff Development
4231	Staff Development
4241	Collective Bargaining Agreement

4254	<u>Health And Welfare Benefits</u>
4254	<u>Health And Welfare Benefits</u>
4259	<u>Employee Assistance Programs</u>
4261.1	<u>Personal Illness/Injury Leave</u>
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4300	<u>Administrative And Supervisory Personnel</u>
4300	<u>Administrative And Supervisory Personnel</u>
4312.1	<u>Contracts</u>
4312.42	<u>Drug And Alcohol Testing For School Bus Drivers</u>
4331	<u>Staff Development</u>
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4361.5	<u>Military Leave</u>
4361.8	<u>Family Care And Medical Leave</u>
4361.9	<u>Catastrophic Leave Program</u>
4361.9	<u>Catastrophic Leave Program</u>

Policy 4161: Leaves

Status: ADOPTED

Original Adopted Date: 02/11/2014 | **Last Reviewed Date:** 02/11/2014

The Board of Education shall provide for paid and unpaid leaves of absence and holidays for administrative and supervisory employees and confidential and licensed personnel in accordance with law, Board policy and administrative regulation, as applicable, and as set forth below.

This policy shall only apply to Administrative and Supervisory Employees, Confidential Employees and Licensed Personnel.

For purposes of this Leaves policy, the following definitions shall apply:

1. Administrative and Supervisory Employee shall mean the following:
 - a. A certificated or classified employee in a position with responsibilities as defined in Government Code 3540.1(m) and who is not subject to the district's collective bargaining agreements
 - b. A certificated or classified employee in a management position with responsibilities pursuant to Government Code 3540.1(g), including positions defined below as Certificated Executive Management.
2. Confidential Employee shall mean an employee in a position with responsibilities as defined in Section 3540.1(c) of the California Government Code.
3. Licensed Personnel shall mean an employee in the positions of psychologist, behavioral therapist or occupational therapist and who is not subject to the district's collective bargaining agreements.
4. Full Time Employee shall mean an employee who is regularly assigned to work five (5) days per week, seven (7) to eight (8) hours a day, 35 (thirty-five) to 40 (forty) hours per week, and who is employed for either the fiscal or academic year.
5. Certificated Executive Management Employee shall mean the Chief Business Officer and the Chief Human Resources Officer, if the individuals holding these position are certificated, the Assistant Superintendent of Education Services and any other certificated Assistant Superintendent approved by the Board subsequent to the effective date of this policy.

The Board recognizes the following justifiable reasons for employee absence:

1. Personal illness or injury
2. Industrial accident or illness
3. Family care and medical leave
4. Military service
5. Personal necessity and personal emergencies
6. Disability leave for certificated employees in accordance with Education Code 44986
7. Vacations and district holidays for classified staff and certificated management staff, as applicable
8. Personal holidays

9. Sabbaticals for purposes of study or training related to the employee's job duties
10. Attendance at work-related meetings and staff development opportunities
11. Compulsory leave

Long-Term Leaves

With Board approval, an employee may receive a leave of absence, without pay and without accruing seniority or service credit, for a period of up to one school year. Applications for long-term leave shall be made in writing and shall state the purpose for which leave is requested. All long-term leave agreements shall be in writing and shall state the terms and conditions of the leave, including the conditions governing the employee's return.

At the end of a long-term leave, the employee shall be reinstated to a similar position as that held at the time leave was granted, unless otherwise agreed upon.

The Board shall consider any written request by an employee to return to work prior to the expiration date of the leave.

District Holidays

The district observes the following holidays:

- Independence Day
- Labor Day
- Admission Day
- Veterans Day
- Thanksgiving Day and the Friday after Thanksgiving Day
- Day before Christmas Eve (noon; π day)*
- Christmas Eve
- Christmas Day
- New Year's Eve
- New Year's Day
- Martin Luther King Day
- Lincoln Day
- President's Day
- Friday of Spring Recess* (or Friday before Spring Recess)
- Memorial Day
- Juneteenth

Classified Administrative and Supervisory Employees, Certificated Executive Management, Confidential, and classified Licensed Personnel are entitled to payment for district holidays as part of their regular monthly compensation provided the holiday occurs during the employee's scheduled work year and provided they are in paid status during any portion of the workday immediately preceding or succeeding the holiday.

In general, certificated Administrative and Supervisory Employees and certificated Licensed Personnel are expected to designate district holidays as non-work days in accordance with Board Policy 4351 - Employee Compensation. In the event a certificated employee believes it is necessary to schedule a district holiday as a workday, the employee shall obtain approval from his/her immediate supervisor in advance.

Personal Holidays

In addition to the above district holidays, Administrative and Supervisory Employees, Confidential Employees and Licensed Personnel are entitled to personal holidays each fiscal year in accordance with the schedule set forth below. Personal Holidays do not accrue from year to year and may only be observed during the Thanksgiving, winter and spring school recesses.

Classified Administrative and Supervisory Employees, Certificated Executive Management, Confidential Employees and classified Licensed Personnel may designate up to 4 days each fiscal year as Personal Holidays.

Certificated Administrative and Supervisory Employees and certificated Licensed Personnel are entitled to Personal Holidays according to the number of work days in their annual contract as follows:

Work Days Number of Personal Holidays

190 to 194 = 1

195 to 203 = 2

204 to 212 = 3

213 to 224 = 4

225 = 4

Personal Holidays are subject to all of the following criteria:

1. The personal holiday must occur during the employee's scheduled work year
2. The employee must obtain prior approval from his/her immediate supervisor; and
3. The employee is in paid status during any portion of the workday immediately preceding or succeeding the personal holiday
4. The personal holiday occurs during the Thanksgiving, winter or spring school recess

Vacation for Classified Administrative and Supervisory Employees, Confidential Employees, Classified Licensed Personnel and Certificated Executive Management Employees

Consistent with the requirements of Education Code 45190 et. seq., the district provides vacation for the following employees: classified Administrative and Supervisory Employees, Confidential Employees, classified Licensed Personnel and Certificated Executive Management Employees ("eligible employees"). Although vacation is provided for rest, a supervisor may grant an eligible employee's request to use vacation for illness, disability, and or personal reasons.

A. Earning and Accrual of Vacation Leave

Eligible employees shall accrue annual vacation at the regular rate of pay earned at the time the vacation is commenced.

Full time eligible employees shall earn 1.7 days of vacation per month or the equivalent of 20.5 days per year. Regular eligible employees who are assigned to work less than full time shall receive a prorated vacation benefit based on the fraction of full-time work.

Earned vacation shall not become a vested right until completion of the initial six months of employment.

If an employee is unable or not permitted to take his/her full annual vacation, the Board shall pay the balance of the unused vacation in cash within 30 days of the conclusion of the fiscal year. At the employee's option, up to 5 days of unused vacation may accumulate for use in the next year.

Upon separation from service, the employee shall be entitled to lump-sum compensation for all earned and unused vacation, except that employees who have not completed six months of employment in regular status shall not be entitled to such compensation.

B. Scheduling Vacation

Vacation leave is normally scheduled in advance and shall be approved by the employee's immediate supervisor. The district retains absolute discretion to approve vacation leave, except that requests shall not be unreasonably denied. Vacation shall not be scheduled after the last day of work, except that an employee may schedule vacation

between the last day at work and the effective date of retirement. To use accrued vacation for illness or disability an employee may be required to submit medical certification of inability to work or illness in the family.

With the exception of the initial six months of employment, employees may take vacation before it is earned. If an employee is terminated and had been granted vacation which was not yet earned at the time of termination of his/her services, the district shall deduct from the employee's final pay check the full amount of salary which was paid for such unearned days of vacation taken.

C. Curtailment Period

Consistent with the district's management rights, including its right to determine the orderly, effective and efficient operation of the district, the district may elect at one or more of its locations to curtail or shut down some or all of its activities, on a location-by-location basis, for periods of specific duration. By way of example and not limitation, such periods may represent opportunities for energy/cost savings and/or adjustments to reduce levels of work activity due to transition periods in the academic calendar and/or "seasonal" or "holiday" influences on scheduled work activities and/or the occurrence of emergency or "forces of nature" situations adversely affecting normal district operations.

In the event of such total or partial closure or curtailment of operations, whether or not the district is able to anticipate such event, employees affected shall have the option of either using vacation leave or taking a leave without pay during the closure. Newly employed personnel are permitted to use accrued vacation during a curtailment period even if the required six initial months of employment has not been completed.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

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Lab. Code 230.4	Leave for volunteer firefighters
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M&V Code 395.10	Leave when spouse on leave from military deployment
Federal	Description
29 USC 2601-2654	Family Care and Medical Leave Act
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Cross References

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4154	Health And Welfare Benefits
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4161.1	Personal Illness/Injury Leave
4161.11	Industrial Accident/Illness Leave
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4161.9	Catastrophic Leave Program
4161.9	Catastrophic Leave Program
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4218	Dismissal/Suspension/Disciplinary Action
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4231	Staff Development
4231	Staff Development
4241	Collective Bargaining Agreement

4254	<u>Health And Welfare Benefits</u>
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Policy 4261: Leaves

Status: ADOPTED

Original Adopted Date: 02/11/2014 | **Last Reviewed Date:** 02/11/2014

The Board of Education shall provide for paid and unpaid leaves of absence and holidays for administrative and supervisory employees and confidential and licensed personnel in accordance with law, Board policy and administrative regulation, as applicable, and as set forth below.

This policy shall only apply to Administrative and Supervisory Employees, Confidential Employees and Licensed Personnel.

For purposes of this Leaves policy, the following definitions shall apply:

1. Administrative and Supervisory Employee shall mean the following:
 - a. A certificated or classified employee in a position with responsibilities as defined in Government Code 3540.1(m) and who is not subject to the district's collective bargaining agreements
 - b. A certificated or classified employee in a management position with responsibilities pursuant to Government Code 3540.1(g), including positions defined below as Certificated Executive Management.
2. Confidential Employee shall mean an employee in a position with responsibilities as defined in Section 3540.1(c) of the California Government Code.
3. Licensed Personnel shall mean an employee in the positions of psychologist, behavioral therapist or occupational therapist and who is not subject to the district's collective bargaining agreements.
4. Full Time Employee shall mean an employee who is regularly assigned to work five (5) days per week, seven (7) to eight (8) hours a day, 35 (thirty-five) to 40 (forty) hours per week, and who is employed for either the fiscal or academic year.
5. Certificated Executive Management Employee shall mean the Chief Business Officer and the Chief Human Resources Officer, if the individuals holding these position are certificated, the Assistant Superintendent of Education Services and any other certificated Assistant Superintendent approved by the Board subsequent to the effective date of this policy.

The Board recognizes the following justifiable reasons for employee absence:

1. Personal illness or injury
2. Industrial accident or illness
3. Family care and medical leave
4. Military service
5. Personal necessity and personal emergencies
6. Disability leave for certificated employees in accordance with Education Code 44986
7. Vacations and district holidays for classified staff and certificated management staff, as applicable
8. Personal holidays

9. Sabbaticals for purposes of study or training related to the employee's job duties
10. Attendance at work-related meetings and staff development opportunities
11. Compulsory leave

Long-Term Leaves

With Board approval, an employee may receive a leave of absence, without pay and without accruing seniority or service credit, for a period of up to one school year. Applications for long-term leave shall be made in writing and shall state the purpose for which leave is requested. All long-term leave agreements shall be in writing and shall state the terms and conditions of the leave, including the conditions governing the employee's return.

At the end of a long-term leave, the employee shall be reinstated to a similar position as that held at the time leave was granted, unless otherwise agreed upon.

The Board shall consider any written request by an employee to return to work prior to the expiration date of the leave.

District Holidays

The district observes the following holidays:

Independence Day
Labor Day
Admission Day
Veteran's Day
Thanksgiving Day and the Friday after Thanksgiving Day
Day before Christmas Eve (noon; π -day)*
Christmas Eve
Christmas Day
New Year's Eve
New Year's Day
Martin Luther King Day
Lincoln Day
President's Day
Friday of Spring Recess* (or Friday before Spring Recess)
Memorial Day
Juneteenth

Classified Administrative and Supervisory Employees, Certificated Executive Management, Confidential, and classified Licensed Personnel are entitled to payment for district holidays as part of their regular monthly compensation provided the holiday occurs during the employee's scheduled work year and provided they are in paid status during any portion of the workday immediately preceding or succeeding the holiday.

In general, certificated Administrative and Supervisory Employees and certificated Licensed Personnel are expected to designate district holidays as non-work days in accordance with Board Policy 4351 - Employee Compensation. In the event a certificated employee believes it is necessary to schedule a district holiday as a workday, the employee shall obtain approval from his/her immediate supervisor in advance.

Personal Holidays

In addition to the above district holidays, Administrative and Supervisory Employees, Confidential Employees and Licensed Personnel are entitled to personal holidays each fiscal year in accordance with the schedule set forth below. Personal Holidays do not accrue from year to year and may only be observed during the Thanksgiving, winter and spring school recesses.

Classified Administrative and Supervisory Employees, Certificated Executive Management, Confidential Employees and classified Licensed Personnel may designate up to 4 days each fiscal year as Personal Holidays.

Certificated Administrative and Supervisory Employees and certificated Licensed Personnel are entitled to Personal Holidays according to the number of work days in their annual contract as follows:

Work Days Number of Personal Holidays

190 to 194 = 1

195 to 203 = 2

204 to 212 = 3

213 to 224 = 4

225 = 4

Personal Holidays are subject to all of the following criteria:

1. The personal holiday must occur during the employee's scheduled work year
2. The employee must obtain prior approval from his/her immediate supervisor; and
3. The employee is in paid status during any portion of the workday immediately preceding or succeeding the personal holiday
4. The personal holiday occurs during the Thanksgiving, winter or spring school recess

Vacation for Classified Administrative and Supervisory Employees, Confidential Employees, Classified Licensed Personnel and Certificated Executive Management Employees

Consistent with the requirements of Education Code 45190 et. seq., the district provides vacation for the following employees: classified Administrative and Supervisory Employees, Confidential Employees, classified Licensed Personnel and Certificated Executive Management Employees ("eligible employees"). Although vacation is provided for rest, a supervisor may grant an eligible employee's request to use vacation for illness, disability, and or personal reasons.

A. Earning and Accrual of Vacation Leave

Eligible employees shall accrue annual vacation at the regular rate of pay earned at the time the vacation is commenced.

Full time eligible employees shall earn 1.7 days of vacation per month or the equivalent of 20.5 days per year. Regular eligible employees who are assigned to work less than full time shall receive a prorated vacation benefit based on the fraction of full-time work.

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If an employee is unable or not permitted to take his/her full annual vacation, the Board shall pay the balance of the unused vacation in cash within 30 days of the conclusion of the fiscal year. At the employee's option, up to 5 days of unused vacation may accumulate for use in the next year.

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In the event of such total or partial closure or curtailment of operations, whether or not the district is able to anticipate such event, employees affected shall have the option of either using vacation leave or taking a leave without pay during the closure. Newly employed personnel are permitted to use accrued vacation during a curtailment period even if the required six initial months of employment has not been completed.

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Fam. Code 297-297.5	Rights, protections, benefits under the law; registered domestic partners
Gov. Code 12945.1-12945.2	California Family Rights Act
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29 USC 2601-2654	Family Care and Medical Leave Act
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Policy 4261: Leaves

Status: ADOPTED

Original Adopted Date: 02/11/2014 | **Last Reviewed Date:** 02/11/2014

The Board of Education shall provide for paid and unpaid leaves of absence and holidays for administrative and supervisory employees and confidential and licensed personnel in accordance with law, Board policy and administrative regulation, as applicable, and as set forth below.

This policy shall only apply to Administrative and Supervisory Employees, Confidential Employees and Licensed Personnel.

For purposes of this Leaves policy, the following definitions shall apply:

1. Administrative and Supervisory Employee shall mean the following:
 - a. A certificated or classified employee in a position with responsibilities as defined in Government Code 3540.1(m) and who is not subject to the district's collective bargaining agreements
 - b. A certificated or classified employee in a management position with responsibilities pursuant to Government Code 3540.1(g), including positions defined below as Certificated Executive Management.
2. Confidential Employee shall mean an employee in a position with responsibilities as defined in Section 3540.1(c) of the California Government Code.
3. Licensed Personnel shall mean an employee in the positions of psychologist, behavioral therapist or occupational therapist and who is not subject to the district's collective bargaining agreements.
4. Full Time Employee shall mean an employee who is regularly assigned to work five (5) days per week, seven (7) to eight (8) hours a day, 35 (thirty-five) to 40 (forty) hours per week, and who is employed for either the fiscal or academic year.
5. Certificated Executive Management Employee shall mean the Chief Business Officer and the Chief Human Resources Officer, if the individuals holding these position are certificated, the Assistant Superintendent of Education Services and any other certificated Assistant Superintendent approved by the Board subsequent to the effective date of this policy.

The Board recognizes the following justifiable reasons for employee absence:

1. Personal illness or injury
2. Industrial accident or illness
3. Family care and medical leave
4. Military service
5. Personal necessity and personal emergencies
6. Disability leave for certificated employees in accordance with Education Code 44986
7. Vacations and district holidays for classified staff and certificated management staff, as applicable
8. Personal holidays

9. Sabbaticals for purposes of study or training related to the employee's job duties
10. Attendance at work-related meetings and staff development opportunities
11. Compulsory leave

Long-Term Leaves

With Board approval, an employee may receive a leave of absence, without pay and without accruing seniority or service credit, for a period of up to one school year. Applications for long-term leave shall be made in writing and shall state the purpose for which leave is requested. All long-term leave agreements shall be in writing and shall state the terms and conditions of the leave, including the conditions governing the employee's return.

At the end of a long-term leave, the employee shall be reinstated to a similar position as that held at the time leave was granted, unless otherwise agreed upon.

The Board shall consider any written request by an employee to return to work prior to the expiration date of the leave.

District Holidays

The district observes the following holidays:

- Independence Day
- Labor Day
- Admission Day
- Veteran's Day
- Thanksgiving Day and the Friday after Thanksgiving Day
- Day before Christmas Eve (noon; π day)*
- Christmas Eve
- Christmas Day
- New Year's Eve
- New Year's Day
- Martin Luther King Day
- Lincoln Day
- President's Day
- Friday of Spring Recess* (or Friday before Spring Recess)
- Memorial Day
- Juneteenth

Classified Administrative and Supervisory Employees, Certificated Executive Management, Confidential, and classified Licensed Personnel are entitled to payment for district holidays as part of their regular monthly compensation provided the holiday occurs during the employee's scheduled work year and provided they are in paid status during any portion of the workday immediately preceding or succeeding the holiday.

In general, certificated Administrative and Supervisory Employees and certificated Licensed Personnel are expected to designate district holidays as non-work days in accordance with Board Policy 4351 - Employee Compensation. In the event a certificated employee believes it is necessary to schedule a district holiday as a workday, the employee shall obtain approval from his/her immediate supervisor in advance.

Personal Holidays

In addition to the above district holidays, Administrative and Supervisory Employees, Confidential Employees and Licensed Personnel are entitled to personal holidays each fiscal year in accordance with the schedule set forth below. Personal Holidays do not accrue from year to year and may only be observed during the Thanksgiving, winter and spring school recesses.

Classified Administrative and Supervisory Employees, Certificated Executive Management, Confidential Employees and classified Licensed Personnel may designate up to 4 days each fiscal year as Personal Holidays.

Certificated Administrative and Supervisory Employees and certificated Licensed Personnel are entitled to Personal Holidays according to the number of work days in their annual contract as follows:

Work Days Number of Personal Holidays

190 to 194 = 1

195 to 203 = 2

204 to 212 = 3

213 to 224 = 4

225 = 4

Personal Holidays are subject to all of the following criteria:

1. The personal holiday must occur during the employee's scheduled work year
2. The employee must obtain prior approval from his/her immediate supervisor; and
3. The employee is in paid status during any portion of the workday immediately preceding or succeeding the personal holiday
4. The personal holiday occurs during the Thanksgiving, winter or spring school recess

Vacation for Classified Administrative and Supervisory Employees, Confidential Employees, Classified Licensed Personnel and Certificated Executive Management Employees

Consistent with the requirements of Education Code 45190 et. seq., the district provides vacation for the following employees: classified Administrative and Supervisory Employees, Confidential Employees, classified Licensed Personnel and Certificated Executive Management Employees ("eligible employees"). Although vacation is provided for rest, a supervisor may grant an eligible employee's request to use vacation for illness, disability, and or personal reasons.

A. Earning and Accrual of Vacation Leave

Eligible employees shall accrue annual vacation at the regular rate of pay earned at the time the vacation is commenced.

Full time eligible employees shall earn 1.7 days of vacation per month or the equivalent of 20.5 days per year. Regular eligible employees who are assigned to work less than full time shall receive a prorated vacation benefit based on the fraction of full-time work.

Earned vacation shall not become a vested right until completion of the initial six months of employment.

If an employee is unable or not permitted to take his/her full annual vacation, the Board shall pay the balance of the unused vacation in cash within 30 days of the conclusion of the fiscal year. At the employee's option, up to 5 days of unused vacation may accumulate for use in the next year.

Upon separation from service, the employee shall be entitled to lump-sum compensation for all earned and unused vacation, except that employees who have not completed six months of employment in regular status shall not be entitled to such compensation.

B. Scheduling Vacation

Vacation leave is normally scheduled in advance and shall be approved by the employee's immediate supervisor. The district retains absolute discretion to approve vacation leave, except that requests shall not be unreasonably denied. Vacation shall not be scheduled after the last day of work, except that an employee may schedule vacation

between the last day at work and the effective date of retirement. To use accrued vacation for illness or disability an employee may be required to submit medical certification of inability to work or illness in the family.

With the exception of the initial six months of employment, employees may take vacation before it is earned. If an employee is terminated and had been granted vacation which was not yet earned at the time of termination of his/her services, the district shall deduct from the employee's final pay check the full amount of salary which was paid for such unearned days of vacation taken.

C. Curtailment Period

Consistent with the district's management rights, including its right to determine the orderly, effective and efficient operation of the district, the district may elect at one or more of its locations to curtail or shut down some or all of its activities, on a location-by-location basis, for periods of specific duration. By way of example and not limitation, such periods may represent opportunities for energy/cost savings and/or adjustments to reduce levels of work activity due to transition periods in the academic calendar and/or "seasonal" or "holiday" influences on scheduled work activities and/or the occurrence of emergency or "forces of nature" situations adversely affecting normal district operations.

In the event of such total or partial closure or curtailment of operations, whether or not the district is able to anticipate such event, employees affected shall have the option of either using vacation leave or taking a leave without pay during the closure. Newly employed personnel are permitted to use accrued vacation during a curtailment period even if the required six initial months of employment has not been completed.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 22850-22856	Pension benefits, STRS members on military leave
Ed. Code 44018	Compensation for employees on active military duty
Ed. Code 44036-44037	Leaves of absence for judicial and official appearances
Ed. Code 44043.5	Catastrophic leave
Ed. Code 44800	Effect of active military service on status of employees
Ed. Code 44842	Reemployment notices, certificated employees
Ed. Code 44940	Compulsory leave of absence for certificated persons
Ed. Code 44962-44988	Leave of absence (certificated)
Ed. Code 45059	Employee ordered to active military/naval duty, computation of salary
Ed. Code 45190-45210	Leaves of absence (classified)
Fam. Code 297-297.5	Rights, protections, benefits under the law; registered domestic partners
Gov. Code 12945.1-12945.2	California Family Rights Act
Gov. Code 20990-21013	Pension benefits, PERS members on military leave
Gov. Code 3543.1	Rights of employee organizations
Gov. Code 3543.2	Scope of representation
Lab. Code 230-230.2	Leaves for victims of domestic violence, sexual assault or specified felonies
Lab. Code 230.3	Leave for emergency personnel

Lab. Code 230.4	Leave for volunteer firefighters
Lab. Code 230.8	Time off to visit child's school
Lab. Code 233	Illness of child, parent, spouse or domestic partner
M&V Code 395-395.9	Military leave
M&V Code 395.10	Leave when spouse on leave from military deployment
Federal	Description
29 USC 2601-2654	Family Care and Medical Leave Act
38 USC 4301-4334	Uniformed Services Employment and Reemployment Rights Act of 1994

Cross References

Code	Description
2121	Superintendent's Contract
4112.1	Contracts
4112.1	Contracts
4112.42	Drug And Alcohol Testing For School Bus Drivers
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4131	Staff Development
4131	Staff Development
4141	Collective Bargaining Agreement
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4159	Employee Assistance Programs
4161.1	Personal Illness/Injury Leave
4161.11	Industrial Accident/Illness Leave
4161.2	Personal Leaves
4161.5	Military Leave
4161.8	Family Care And Medical Leave
4161.9	Catastrophic Leave Program
4161.9	Catastrophic Leave Program
4212.42	Drug And Alcohol Testing For School Bus Drivers
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4231	Staff Development
4231	Staff Development
4241	Collective Bargaining Agreement

4254	<u>Health And Welfare Benefits</u>
4254	<u>Health And Welfare Benefits</u>
4259	<u>Employee Assistance Programs</u>
4261.1	<u>Personal Illness/Injury Leave</u>
4261.11	<u>Industrial Accident/Illness Leave</u>
4261.2	<u>Personal Leaves</u>
4261.5	<u>Military Leave</u>
4261.8	<u>Family Care And Medical Leave</u>
4261.9	<u>Catastrophic Leave Program</u>
4261.9	<u>Catastrophic Leave Program</u>
4300	<u>Administrative And Supervisory Personnel</u>
4300	<u>Administrative And Supervisory Personnel</u>
4312.1	<u>Contracts</u>
4312.42	<u>Drug And Alcohol Testing For School Bus Drivers</u>
4331	<u>Staff Development</u>
4331	<u>Staff Development</u>
4354	<u>Health And Welfare Benefits</u>
4354	<u>Health And Welfare Benefits</u>
4359	<u>Employee Assistance Programs</u>
4361.1	<u>Personal Illness/Injury Leave</u>
4361.11	<u>Industrial Accident/Illness Leave</u>
4361.2	<u>Personal Leaves</u>
4361.5	<u>Military Leave</u>
4361.8	<u>Family Care And Medical Leave</u>
4361.9	<u>Catastrophic Leave Program</u>
4361.9	<u>Catastrophic Leave Program</u>

Policy 4361: Leaves

Status: ADOPTED

Original Adopted Date: 02/11/2014 | **Last Reviewed Date:** 02/11/2014

The Board of Education shall provide for paid and unpaid leaves of absence and holidays for administrative and supervisory employees and confidential and licensed personnel in accordance with law, Board policy and administrative regulation, as applicable, and as set forth below.

This policy shall only apply to Administrative and Supervisory Employees, Confidential Employees and Licensed Personnel.

For purposes of this Leaves policy, the following definitions shall apply:

1. Administrative and Supervisory Employee shall mean the following:
 - a. A certificated or classified employee in a position with responsibilities as defined in Government Code 3540.1(m) and who is not subject to the district's collective bargaining agreements
 - b. A certificated or classified employee in a management position with responsibilities pursuant to Government Code 3540.1(g), including positions defined below as Certificated Executive Management.
2. Confidential Employee shall mean an employee in a position with responsibilities as defined in Section 3540.1(c) of the California Government Code.
3. Licensed Personnel shall mean an employee in the positions of psychologist, behavioral therapist or occupational therapist and who is not subject to the district's collective bargaining agreements.
4. Full Time Employee shall mean an employee who is regularly assigned to work five (5) days per week, seven (7) to eight (8) hours a day, 35 (thirty-five) to 40 (forty) hours per week, and who is employed for either the fiscal or academic year.
5. Certificated Executive Management Employee shall mean the Chief Business Officer and the Chief Human Resources Officer, if the individuals holding these position are certificated, the Assistant Superintendent of Education Services and any other certificated Assistant Superintendent approved by the Board subsequent to the effective date of this policy.

The Board recognizes the following justifiable reasons for employee absence:

1. Personal illness or injury
2. Industrial accident or illness
3. Family care and medical leave
4. Military service
5. Personal necessity and personal emergencies
6. Disability leave for certificated employees in accordance with Education Code 44986
7. Vacations and district holidays for classified staff and certificated management staff, as applicable
8. Personal holidays

9. Sabbaticals for purposes of study or training related to the employee's job duties
10. Attendance at work-related meetings and staff development opportunities
11. Compulsory leave

Long-Term Leaves

With Board approval, an employee may receive a leave of absence, without pay and without accruing seniority or service credit, for a period of up to one school year. Applications for long-term leave shall be made in writing and shall state the purpose for which leave is requested. All long-term leave agreements shall be in writing and shall state the terms and conditions of the leave, including the conditions governing the employee's return.

At the end of a long-term leave, the employee shall be reinstated to a similar position as that held at the time leave was granted, unless otherwise agreed upon.

The Board shall consider any written request by an employee to return to work prior to the expiration date of the leave.

District Holidays

The district observes the following holidays:

- Independence Day
- Labor Day
- Admission Day
- Veteran's Day
- Thanksgiving Day and the Friday after Thanksgiving Day
- Day before Christmas Eve (noon; π day)*
- Christmas Eve
- Christmas Day
- New Year's Eve
- New Year's Day
- Martin Luther King Day
- Lincoln Day President's Day
- Friday of Spring Recess* (or Friday before Spring Recess)
- Memorial Day
- Juneteenth

Classified Administrative and Supervisory Employees, Certificated Executive Management, Confidential, and classified Licensed Personnel are entitled to payment for district holidays as part of their regular monthly compensation provided the holiday occurs during the employee's scheduled work year and provided they are in paid status during any portion of the workday immediately preceding or succeeding the holiday.

In general, certificated Administrative and Supervisory Employees and certificated Licensed Personnel are expected to designate district holidays as non-work days in accordance with Board Policy 4351 - Employee Compensation. In the event a certificated employee believes it is necessary to schedule a district holiday as a workday, the employee shall obtain approval from his/her immediate supervisor in advance.

Personal Holidays

In addition to the above district holidays, Administrative and Supervisory Employees, Confidential Employees and Licensed Personnel are entitled to personal holidays each fiscal year in accordance with the schedule set forth below. Personal Holidays do not accrue from year to year and may only be observed during the Thanksgiving, winter and spring school recesses.

Classified Administrative and Supervisory Employees, Certificated Executive Management, Confidential Employees and classified Licensed Personnel may designate up to 4 days each fiscal year as Personal Holidays.

Certificated Administrative and Supervisory Employees and certificated Licensed Personnel are entitled to Personal Holidays according to the number of work days in their annual contract as follows:

Work Days Number of Personal Holidays

190 to 194 = 1

195 to 203 = 2

204 to 212 = 3

213 to 224 = 4

225 = 4

Personal Holidays are subject to all of the following criteria:

1. The personal holiday must occur during the employee's scheduled work year
2. The employee must obtain prior approval from his/her immediate supervisor; and
3. The employee is in paid status during any portion of the workday immediately preceding or succeeding the personal holiday
4. The personal holiday occurs during the Thanksgiving, winter or spring school recess

Vacation for Classified Administrative and Supervisory Employees, Confidential Employees, Classified Licensed Personnel and Certificated Executive Management Employees

Consistent with the requirements of Education Code 45190 et. seq., the district provides vacation for the following employees: classified Administrative and Supervisory Employees, Confidential Employees, classified Licensed Personnel and Certificated Executive Management Employees ("eligible employees"). Although vacation is provided for rest, a supervisor may grant an eligible employee's request to use vacation for illness, disability, and or personal reasons.

A. Earning and Accrual of Vacation Leave

Eligible employees shall accrue annual vacation at the regular rate of pay earned at the time the vacation is commenced.

Full time eligible employees shall earn 1.7 days of vacation per month or the equivalent of 20.5 days per year. Regular eligible employees who are assigned to work less than full time shall receive a prorated vacation benefit based on the fraction of full-time work.

Earned vacation shall not become a vested right until completion of the initial six months of employment.

If an employee is unable or not permitted to take his/her full annual vacation, the Board shall pay the balance of the unused vacation in cash within 30 days of the conclusion of the fiscal year. At the employee's option, up to 5 days of unused vacation may accumulate for use in the next year.

Upon separation from service, the employee shall be entitled to lump-sum compensation for all earned and unused vacation, except that employees who have not completed six months of employment in regular status shall not be entitled to such compensation.

B. Scheduling Vacation

Vacation leave is normally scheduled in advance and shall be approved by the employee's immediate supervisor. The district retains absolute discretion to approve vacation leave, except that requests shall not be unreasonably denied. Vacation shall not be scheduled after the last day of work, except that an employee may schedule vacation

between the last day at work and the effective date of retirement. To use accrued vacation for illness or disability an employee may be required to submit medical certification of inability to work or illness in the family.

With the exception of the initial six months of employment, employees may take vacation before it is earned. If an employee is terminated and had been granted vacation which was not yet earned at the time of termination of his/her services, the district shall deduct from the employee's final pay check the full amount of salary which was paid for such unearned days of vacation taken.

C. Curtailment Period

Consistent with the district's management rights, including its right to determine the orderly, effective and efficient operation of the district, the district may elect at one or more of its locations to curtail or shut down some or all of its activities, on a location-by-location basis, for periods of specific duration. By way of example and not limitation, such periods may represent opportunities for energy/cost savings and/or adjustments to reduce levels of work activity due to transition periods in the academic calendar and/or "seasonal" or "holiday" influences on scheduled work activities and/or the occurrence of emergency or "forces of nature" situations adversely affecting normal district operations.

In the event of such total or partial closure or curtailment of operations, whether or not the district is able to anticipate such event, employees affected shall have the option of either using vacation leave or taking a leave without pay during the closure. Newly employed personnel are permitted to use accrued vacation during a curtailment period even if the required six initial months of employment has not been completed.

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Ed. Code 44940	Compulsory leave of absence for certificated persons
Ed. Code 44962-44988	Leave of absence (certificated)
Ed. Code 45059	Employee ordered to active military/naval duty, computation of salary
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Fam. Code 297-297.5	Rights, protections, benefits under the law; registered domestic partners
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Gov. Code 3543.2	Scope of representation
Lab. Code 230-230.2	Leaves for victims of domestic violence, sexual assault or specified felonies
Lab. Code 230.3	Leave for emergency personnel

Lab. Code 230.4	Leave for volunteer firefighters
Lab. Code 230.8	Time off to visit child's school
Lab. Code 233	Illness of child, parent, spouse or domestic partner
M&V Code 395-395.9	Military leave
M&V Code 395.10	Leave when spouse on leave from military deployment
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29 USC 2601-2654	Family Care and Medical Leave Act
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Policy 4361: Leaves

Status: ADOPTED

Original Adopted Date: 02/11/2014 | **Last Reviewed Date:** 02/11/2014

The Board of Education shall provide for paid and unpaid leaves of absence and holidays for administrative and supervisory employees and confidential and licensed personnel in accordance with law, Board policy and administrative regulation, as applicable, and as set forth below.

This policy shall only apply to Administrative and Supervisory Employees, Confidential Employees and Licensed Personnel.

For purposes of this Leaves policy, the following definitions shall apply:

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 - a. A certificated or classified employee in a position with responsibilities as defined in Government Code 3540.1(m) and who is not subject to the district's collective bargaining agreements
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7. Vacations and district holidays for classified staff and certificated management staff, as applicable
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With Board approval, an employee may receive a leave of absence, without pay and without accruing seniority or service credit, for a period of up to one school year. Applications for long-term leave shall be made in writing and shall state the purpose for which leave is requested. All long-term leave agreements shall be in writing and shall state the terms and conditions of the leave, including the conditions governing the employee's return.

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In general, certificated Administrative and Supervisory Employees and certificated Licensed Personnel are expected to designate district holidays as non-work days in accordance with Board Policy 4351 - Employee Compensation. In the event a certificated employee believes it is necessary to schedule a district holiday as a workday, the employee shall obtain approval from his/her immediate supervisor in advance.

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1. The personal holiday must occur during the employee's scheduled work year
2. The employee must obtain prior approval from his/her immediate supervisor; and
3. The employee is in paid status during any portion of the workday immediately preceding or succeeding the personal holiday
4. The personal holiday occurs during the Thanksgiving, winter or spring school recess

Vacation for Classified Administrative and Supervisory Employees, Confidential Employees, Classified Licensed Personnel and Certificated Executive Management Employees

Consistent with the requirements of Education Code 45190 et. seq., the district provides vacation for the following employees: classified Administrative and Supervisory Employees, Confidential Employees, classified Licensed Personnel and Certificated Executive Management Employees ("eligible employees"). Although vacation is provided for rest, a supervisor may grant an eligible employee's request to use vacation for illness, disability, and or personal reasons.

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Earned vacation shall not become a vested right until completion of the initial six months of employment.

If an employee is unable or not permitted to take his/her full annual vacation, the Board shall pay the balance of the unused vacation in cash within 30 days of the conclusion of the fiscal year. At the employee's option, up to 5 days of unused vacation may accumulate for use in the next year.

Upon separation from service, the employee shall be entitled to lump-sum compensation for all earned and unused vacation, except that employees who have not completed six months of employment in regular status shall not be entitled to such compensation.

B. Scheduling Vacation

Vacation leave is normally scheduled in advance and shall be approved by the employee's immediate supervisor. The district retains absolute discretion to approve vacation leave, except that requests shall not be unreasonably denied. Vacation shall not be scheduled after the last day of work, except that an employee may schedule vacation

between the last day at work and the effective date of retirement. To use accrued vacation for illness or disability an employee may be required to submit medical certification of inability to work or illness in the family.

With the exception of the initial six months of employment, employees may take vacation before it is earned. If an employee is terminated and had been granted vacation which was not yet earned at the time of termination of his/her services, the district shall deduct from the employee's final pay check the full amount of salary which was paid for such unearned days of vacation taken.

C. Curtailment Period

Consistent with the district's management rights, including its right to determine the orderly, effective and efficient operation of the district, the district may elect at one or more of its locations to curtail or shut down some or all of its activities, on a location-by-location basis, for periods of specific duration. By way of example and not limitation, such periods may represent opportunities for energy/cost savings and/or adjustments to reduce levels of work activity due to transition periods in the academic calendar and/or "seasonal" or "holiday" influences on scheduled work activities and/or the occurrence of emergency or "forces of nature" situations adversely affecting normal district operations.

In the event of such total or partial closure or curtailment of operations, whether or not the district is able to anticipate such event, employees affected shall have the option of either using vacation leave or taking a leave without pay during the closure. Newly employed personnel are permitted to use accrued vacation during a curtailment period even if the required six initial months of employment has not been completed.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 22850-22856	Pension benefits, STRS members on military leave
Ed. Code 44018	Compensation for employees on active military duty
Ed. Code 44036-44037	Leaves of absence for judicial and official appearances
Ed. Code 44043.5	Catastrophic leave
Ed. Code 44800	Effect of active military service on status of employees
Ed. Code 44842	Reemployment notices, certificated employees
Ed. Code 44940	Compulsory leave of absence for certificated persons
Ed. Code 44962-44988	Leave of absence (certificated)
Ed. Code 45059	Employee ordered to active military/naval duty, computation of salary
Ed. Code 45190-45210	Leaves of absence (classified)
Fam. Code 297-297.5	Rights, protections, benefits under the law; registered domestic partners
Gov. Code 12945.1-12945.2	California Family Rights Act
Gov. Code 20990-21013	Pension benefits, PERS members on military leave
Gov. Code 3543.1	Rights of employee organizations
Gov. Code 3543.2	Scope of representation
Lab. Code 230-230.2	Leaves for victims of domestic violence, sexual assault or specified felonies
Lab. Code 230.3	Leave for emergency personnel

Lab. Code 230.4	Leave for volunteer firefighters
Lab. Code 230.8	Time off to visit child's school
Lab. Code 233	Illness of child, parent, spouse or domestic partner
M&V Code 395-395.9	Military leave
M&V Code 395.10	Leave when spouse on leave from military deployment
Federal	Description
29 USC 2601-2654	Family Care and Medical Leave Act
38 USC 4301-4334	Uniformed Services Employment and Reemployment Rights Act of 1994

Cross References

Code	Description
2121	Superintendent's Contract
4112.1	Contracts
4112.1	Contracts
4112.42	Drug And Alcohol Testing For School Bus Drivers
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4131	Staff Development
4131	Staff Development
4141	Collective Bargaining Agreement
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4159	Employee Assistance Programs
4161.1	Personal Illness/Injury Leave
4161.11	Industrial Accident/Illness Leave
4161.2	Personal Leaves
4161.5	Military Leave
4161.8	Family Care And Medical Leave
4161.9	Catastrophic Leave Program
4161.9	Catastrophic Leave Program
4212.42	Drug And Alcohol Testing For School Bus Drivers
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4231	Staff Development
4231	Staff Development
4241	Collective Bargaining Agreement

4254	<u>Health And Welfare Benefits</u>
4254	<u>Health And Welfare Benefits</u>
4259	<u>Employee Assistance Programs</u>
4261.1	<u>Personal Illness/Injury Leave</u>
4261.11	<u>Industrial Accident/Illness Leave</u>
4261.2	<u>Personal Leaves</u>
4261.5	<u>Military Leave</u>
4261.8	<u>Family Care And Medical Leave</u>
4261.9	<u>Catastrophic Leave Program</u>
4261.9	<u>Catastrophic Leave Program</u>
4300	<u>Administrative And Supervisory Personnel</u>
4300	<u>Administrative And Supervisory Personnel</u>
4312.1	<u>Contracts</u>
4312.42	<u>Drug And Alcohol Testing For School Bus Drivers</u>
4331	<u>Staff Development</u>
4331	<u>Staff Development</u>
4354	<u>Health And Welfare Benefits</u>
4354	<u>Health And Welfare Benefits</u>
4359	<u>Employee Assistance Programs</u>
4361.1	<u>Personal Illness/Injury Leave</u>
4361.11	<u>Industrial Accident/Illness Leave</u>
4361.2	<u>Personal Leaves</u>
4361.5	<u>Military Leave</u>
4361.8	<u>Family Care And Medical Leave</u>
4361.9	<u>Catastrophic Leave Program</u>
4361.9	<u>Catastrophic Leave Program</u>

ALAMEDA UNIFIED SCHOOL DISTRICT
SPECIAL AGENDA ITEM

Item Title: Ratification of Contracts Executed Pursuant to Board Policy 3300

Item Type: Consent

Background: On January 11, 2022, for FY 2021-2022 the Board of Education delegated authority to enter into contracts on behalf of the Alameda Unified School District and to purchase supplies, materials, apparatus, equipment, and services up to the amounts specified in Public Contract Code 20111 and Education Code section 17604 to the Superintendent of Schools, Assistant Superintendent of Educational Services (formerly Chief Student Services Officer), Assistant Superintendent of Business Services (formerly Chief Business Officer), and Assistant Superintendent of Human Resources (formerly Chief Human Resources Officer), and Purchasing Manager.

Resolution Number 2021-2022.33 further limited the delegation to expenditures of less than \$99,100 and required that the Board of Education ratify the contracts within sixty (60) days of incurring the expense.

The following contracts are presented for ratification:

1. (Fund 01) Amendment No. 1 to Professional Services Agreement between AUSD and STAC Physical Therapy Emeryville, Inc. for an increase of \$6,325 and a new value of \$153,640.00.
2. (Fund 01) Contract for Repairs, Maintenance, or Small Construction Projects between AUSD and Gachina Landscape Management for a total price of \$161,942.00 (informal bid, lowest bidder).
3. (Fund 01) Order Agreement between AUSD and Finalsight for an initial setup cost of \$26,500 and a five-year term with an annual cost of \$28,000 for a total contract value of \$166,500.
4. (Fund 01) Amendment No. 2 to Order Form Agreement between AUSD and Varsity Tutor for Schools LLC for an increase of \$30,800 and a total amended contract value of \$98,000.

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fiscal Analysis

Amount (Savings) (Cost): See attached contract(s) for detailed expenditures.

Recommendation: Approve as submitted.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization. | #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

ATTACHMENTS:

Description	Upload Date	Type
▣ STAC Physical Therapy	3/31/2022	Backup Material
▣ Gachina Landscape Management	3/31/2022	Backup Material
▣ Finals site	3/31/2022	Backup Material
▣ Varsity Tutors	3/31/2022	Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT
SPECIAL AGENDA ITEM

Item Title: Special Education - Service Delivery Model (120 Mins/Information)

Item Type: Information

Background: Tonight is the first of a series of Board Workshops on Special Education. During these workshops, special education department staff will present on different areas of the Special Education strategic plan, update the Board and public on implementation priorities and report out on data under each area.

Tonight staff will be sharing information on the Special Education Service Delivery Model in Alameda and report out on specific academic data including graduation rate and A-G readiness. Future Board Workshops will cover:

- Monitoring and Compliance - May
- Leadership and Communication - June
- Intervention, Identification and Systems of Support - August/September.

AUSD LCAP Goals: 1. Eliminate barriers to student success and maximize learning time.| 2a. Support all students in becoming college and career ready.| 2b. Support all English Learners (ELs) in becoming college and career ready.| 3. Support parent/guardian development as knowledgeable partners and effective advocates for student success.| 4. Ensure that all students have access to basic services.

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: This item is presented for information only.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.| #2 - Teachers must challenge and support all students to reach their highest academic and personal potential.| #3 - Administrators must have the knowledge, leadership skills and ability to ensure student success.| #4 - Parental involvement and community engagement are integral to student success.| #5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Kirsten Zazo, Assistant Superintendent of Educational Services

ATTACHMENTS:

Description	Upload Date	Type
Presentation: Special Education - Service		

- ▣ Delivery Model 4.7.22
- ▣ Board Work Packet_4.7.22

4/7/2022

4/5/2022

Presentation

Backup Material



Special Education: Service Delivery Model

Board of Education Workshop
Special Education Team

April 7, 2022

Goals for Tonight

1. Familiarize ourselves with the components of the Special Education Strategic Plan as it relates to the District Strategic Plan.
2. Understand the Special Education service delivery models and learning continuum.
3. Review academic and graduation data and areas for further exploration.
4. Share Special Education Division progress and give input on next steps.

Structure of Board Workshop

1. We have structured each item for 30 minutes.
2. Board members can ask questions as we go through the different sections.
3. Each section will have a time for board members to read information and or look at the information more in depth.
4. Public comment can be made after each section.

Special Education District Team

- **Randhir Bains** - Senior Director
- **Julie Venuto** - Secondary Coordinator
- **Betty Lin** - PreK to Elementary Coordinator
- **Jill Hunter** - PreK to Elementary Program Manager
- **Gabriel Welcher** - Nonpublic School Placements & Private School Program Manager
- **Chandini Stanley** - Curriculum & Instruction, Assessment & Acceleration Program Manager
- Teachers on Special Assignment:

Stefanie Cox

Nicole Orlando

Julia Neff

Jeanne Rodriguez



Things to Consider

1. The data and information includes “highlighted” information only.
2. We have much more data and will complete ‘data dives’ with district and school-based staff.
3. We intend to bring context to information shared.
4. Please ask questions and gather information.
5. We will share our challenges in an effort to show that we are aware of our relative strengths and areas of growth.
6. We wish to work in partnership with stakeholders.
7. The team is committed to systems change efforts to address challenge areas. Systems change is a process over time.

Goals for Tonight

1. Familiarize ourselves with the components of the Special Education Strategic Plan as it relates to the District Strategic Plan.
2. Understand the Special Education service delivery models and learning continuum.
3. Review academic and graduation data and areas for further exploration.
4. Share Special Education Division progress and give input on next steps.

Our Charge

Define a service delivery model for students with special needs that is facilitated by high quality teaching, supported through active engagement in the least restrictive learning environment, and monitored by multiple measures of student achievement.



History of Our Work

The team engaged in 10 sessions, more than 20 hours, to create this Strategic Plan. Their complete passion and dedication to this work and the students of Alameda Unified School District are greatly appreciated.



Mission Statement

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 each student can participate meaningfully and excel as contributing members of our community.

Special Education Strategic Plan

Alameda Unified School District

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 [Special Education Strategic Plan](#) is linked on the District website.

What is the Strategic Plan for Special Education?

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. Our current work in CCEIS and SEP can inform the work in the Strategic Plan and help prioritize next steps.

The 5 priorities are:

1. Intervention and Identification
2. Service Delivery Model
3. Systems of Support
4. Leadership and Communications
5. Monitoring and Compliance

Service Delivery Model



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.

Goal 2: 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	Strategy 2	Strategy 3	Strategy 4
6 Action items	5 Action items	4 Action items	3 Action items

Equity as a Foundation Rather Than an Add-On

Supporting English Learners, African-American students, and students with special needs through program design rather than sometimes disconnected interventions.

An optimal foundational program is most critical to those who are struggling.

GOAL 1



Consistent systems of support prioritize students needing a boost to access foundational program.

GOAL 2



The district's financial well being, as well as its ability to retain talent and communicate widely preserve our ability to serve students and families optimally.

GOAL 3

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graph LR; G1((Goal 1  
Strong foundational  
program for all  
students)) --- F1.1((Focus Area 1.1  
Students' daily learning  
experiences are characterized by  
engagement, multiple ways of  
learning, and student discourse)); G1 --- F1.2((Focus Area 1.2  
Student learning is driven by  
grade-level standards, and our  
families, staff, and students are  
clear about what students are  
expected to learn and the policies  
that support learning.)); G1 --- F1.3((Focus Area 1.3  
We focus on building relationships  
between families, students and staff  
to ensure schools are supportive,  
inclusive, and safe environments  
that maximize learning.));
```

Goal 1
**Strong foundational
program for all
students**

Focus Area 1.1

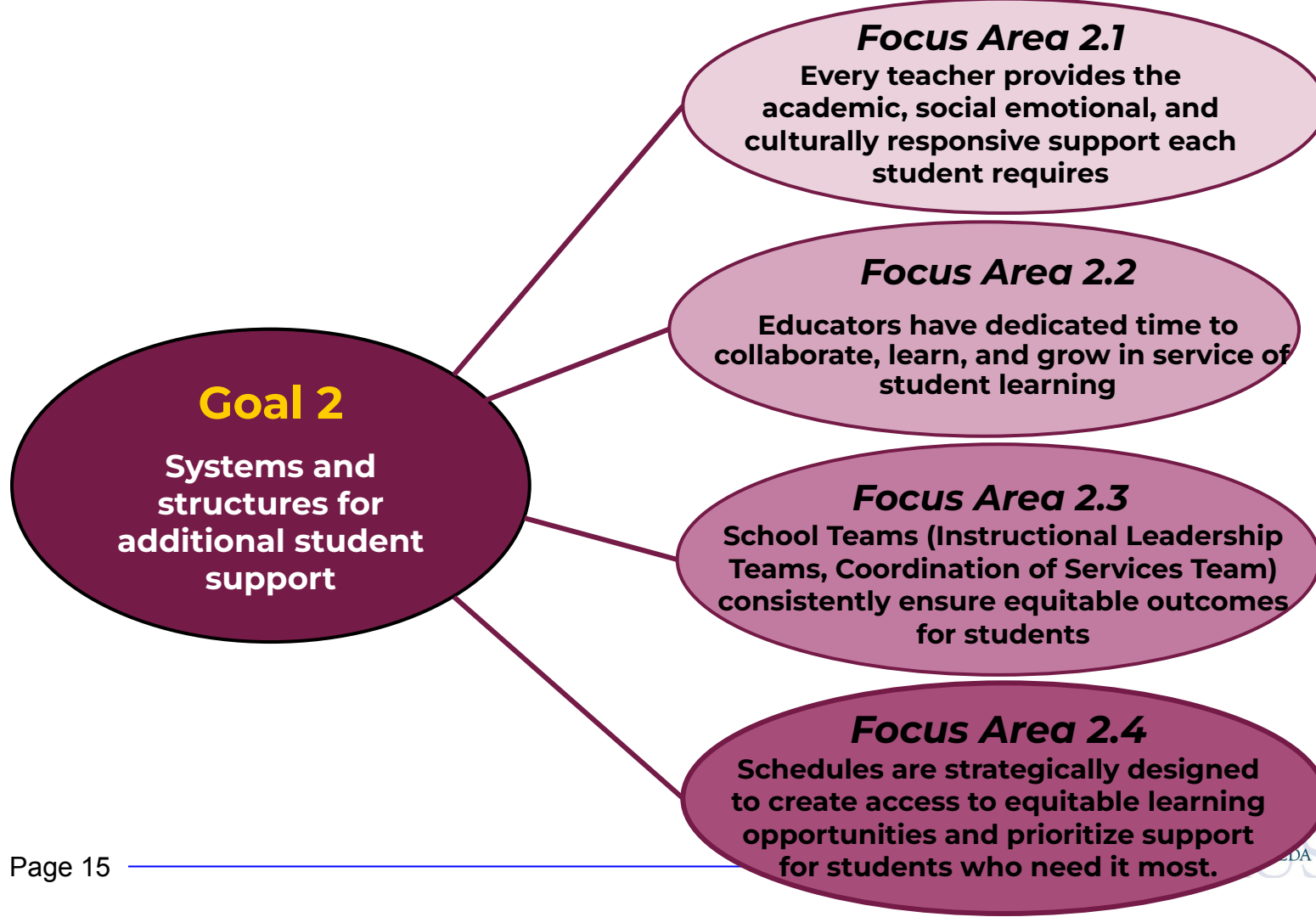
Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse

Focus Area 1.2

Student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning.

Focus Area 1.3

We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning.



Review

Read page 4 of the strategic plan:

The [Special Education Strategic Plan](#) is linked on the District website.

Please highlight actions that you see connected to the district's strategic plan.

Linking the SPED Strategic Plan to the Strategic Plan

District Goal 1:	<ul style="list-style-type: none">• Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse.• Student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn.• We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning.
Sp Ed Priority	Service Delivery Model
Actions	<ul style="list-style-type: none">• Develop and implement a professional development plan to ensure all staff understand the district's continuum of services.• Develop elementary and secondary program rubrics to assist with student placement decisions.• Maximize and monitor Special Education student participation in all academic and social aspects of the general education setting.• Ensure that all students in special education are included in extracurricular activities and collect data to determine participation.

Linking the SPED Strategic Plan to the Strategic Plan

District Goal 2:	<ul style="list-style-type: none">• Every teacher provides the academic, social emotional, and culturally responsive support each student needs.• Educators have dedicated time to collaborate, learn, and grow in service of student learning.• School Teams (Instructional Leadership Teams, Coordination of Services Team) consistently ensure equitable outcomes for students.• Schedules are strategically designed to create access to equitable learning opportunities and prioritize support for students who need it most.
Sp Ed Priority	Service Delivery Model
Actions	<ul style="list-style-type: none">• 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.• 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.

Family Workshop Feedback - Strategic Plan

What would you like to have more information about?

- AUSD should consider hiring paraprofessionals and other staff who are native speakers of other languages, such as Spanish, to provide support for our students with disabilities.
- Expectations for inclusion should be clear for *everyone*, from teachers to administrators to district staff, and accountability practices should be in place.
- This work, these conversations about our students, should be done in partnership with one another. How can we be on the same side?

Of the information presented, what resonated with you?

- IEPs should be conducted in collaboration with families.
- Develop a rubric for placement considerations and share with families.

Family Workshop Feedback - Strategic Plan, *cont...*

What are three key takeaways from the presentation?

- Equity in our district includes students from many different ethnic groups.
- Actions towards achieving outcomes with the Strategic Plan should be time-bound.

Board Discussion

Goals for Tonight

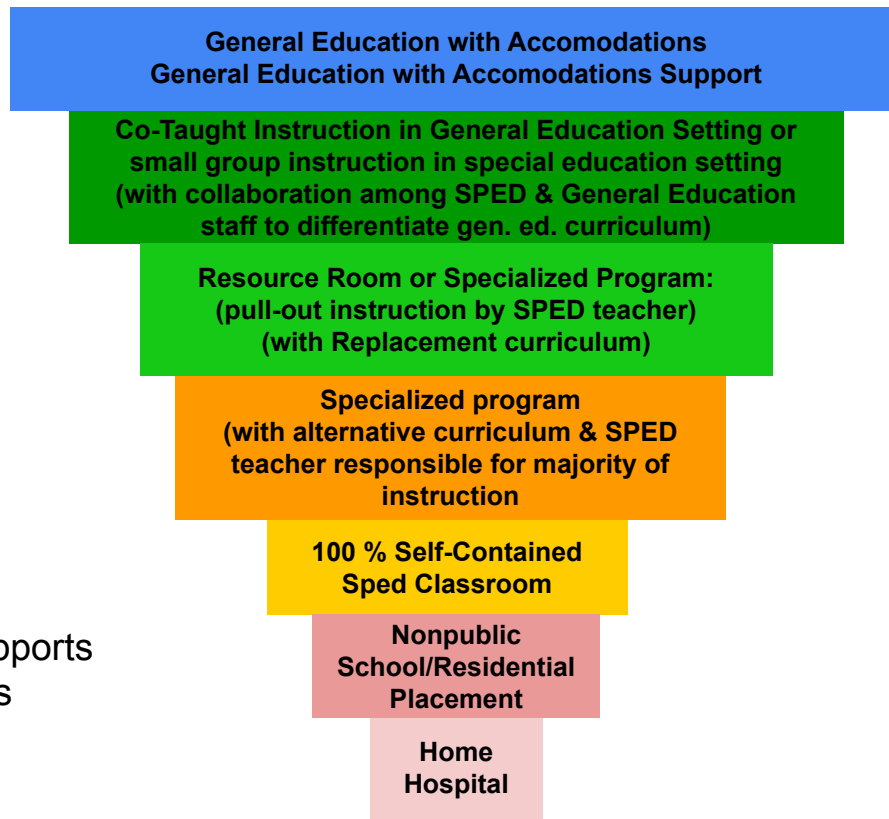
1. Familiarize ourselves with the components of the Special Education Strategic Plan as it relates to the District Strategic Plan.
2. Understand the Special Education service delivery models and learning continuum.
3. Review academic and graduation data and areas for further exploration.
4. Share Special Education Division progress and give input on next steps.

Least Restrictive Environment- LRE

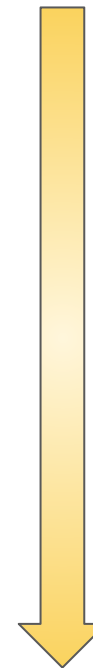
IEP teams must consider the setting in which a child with a disability can receive an appropriate education designed to meet their educational needs. They should be served with their general education peers to the greatest extent possible.

Consider the following:

- Removing all supports
- Maintaining current supports
- Modify current supports
- Lessen supports
- Intensify supports



Least Restrictive



Most Restrictive

PROGRAMS/SERVICES

Service Links

CA Early Start Program

- Family Resource Center

Resource Centers (TK-5)

Deaf/Hard of Hearing Programs (0-12 grade)

BRIDGE Supports (6-12 grade)

EARLY AUTISM SUPPORTED INCLUSION (EASI) (1-5 grade)

Special Day Class

- 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

Home/Hospital Instruction

Non-Public School

Residential Placement

- [Preschool](#)
- [Elementary](#)
- [Middle School](#)
- [High School](#)
- [Adult Transition](#)

<https://docs.google.com/document/d/1546nbgPAeqvpon1eT44ChD5rWzONkdcSgk0VzoYv4PQ>

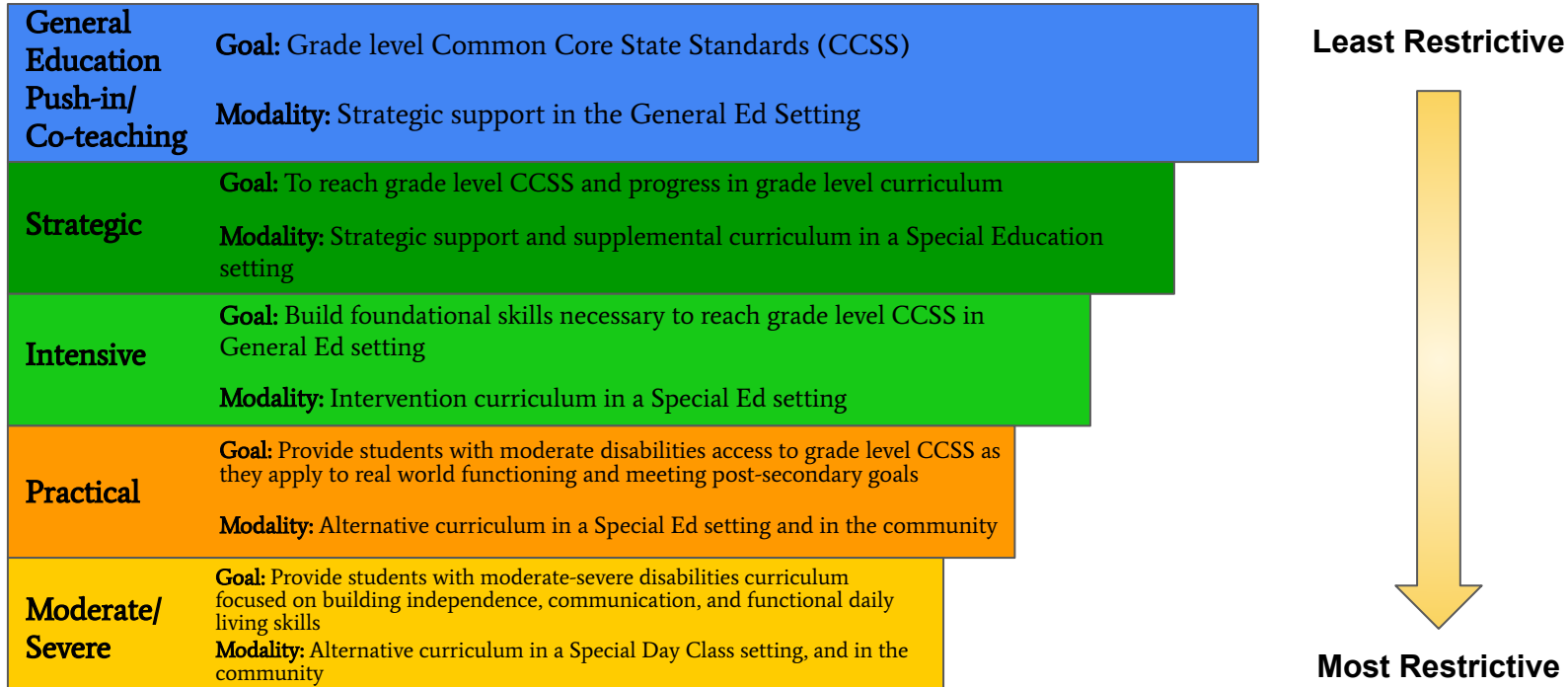
Least Restrictive



Most Restrictive

AUSD Continuum of Services

AUSD Levels of Special Education Intervention (determined for each instructional subject)



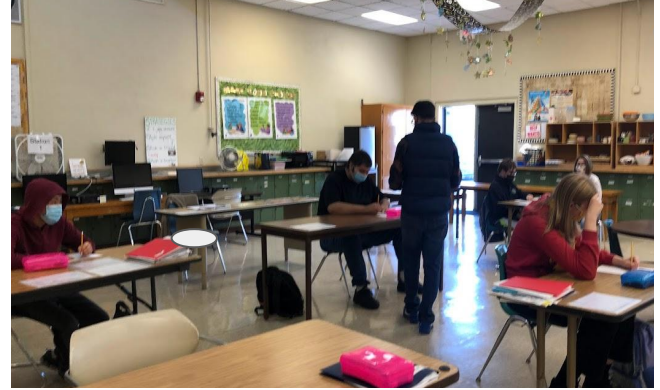
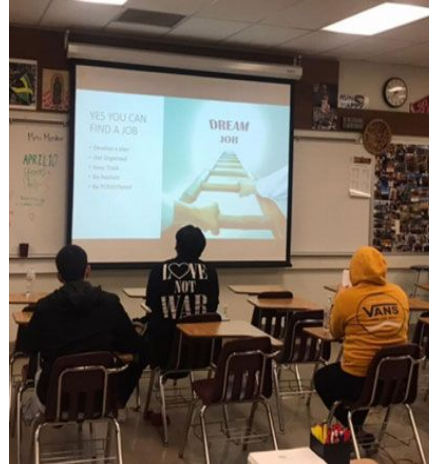
Early Learning



Elementary



Secondary



Collaborative Teaching



A Co-Teacher pair from AHS trains AUSD Co-Teachers



Service Delivery Model, *cont...*

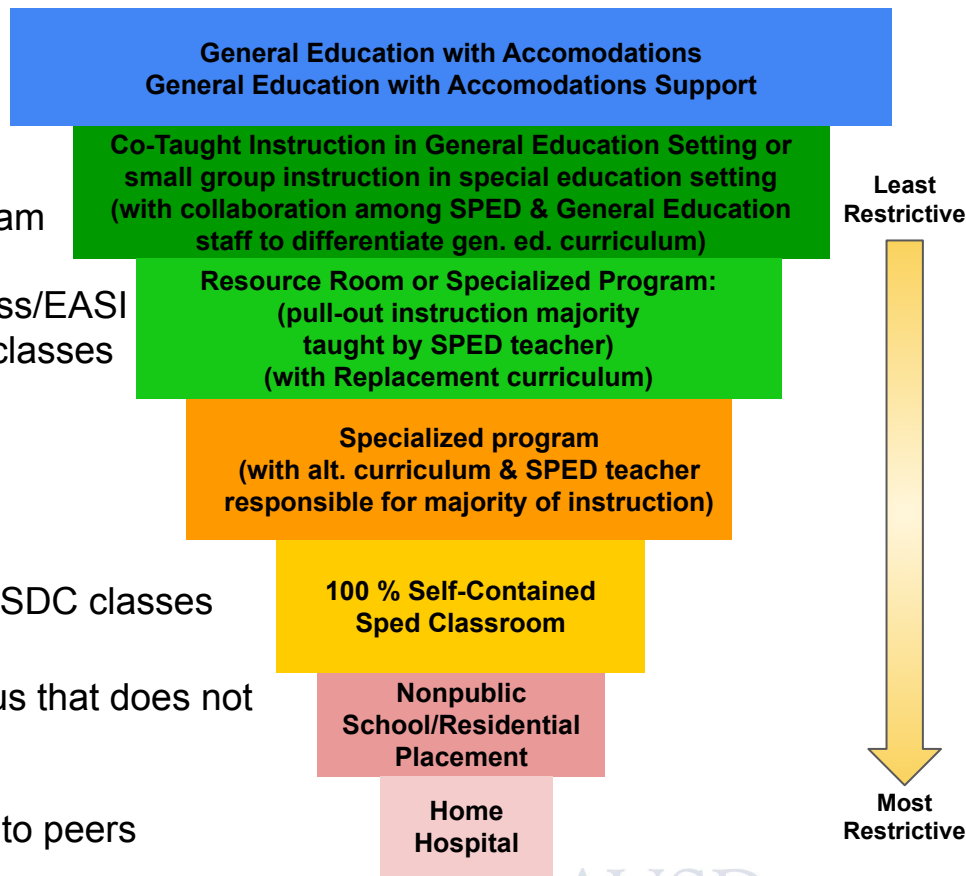
Choose one grade level and read the program descriptions:

- [Preschool](#)
- [Elementary](#)
- [Middle School](#)
- [High School](#)
- [Adult Transition](#)

Familiarize yourself with the continuum of services offered in AUSD. What are one or two things that stand out for you after looking at the program descriptions.

Least Restrictive Environment- LRE

- General Education with modifications and supports
- Co-Taught classes/Para support in the General Ed/Strategic classes/Bridge Program/CEC program
- Mild/Moderate Elementary SDC Foundations class/EASI program/CEC class/Intensive special education classes
- Mild/Moderate Elementary SDC/Foundations class/CEC class/Practical Program
- Moderate to Severe Autism and Non categorical SDC classes
- School or program on a non public school campus that does not have General Education programming
- Instruction delivered in the home with no access to peers



Our Programs: Grades TK-5

	Bay Farm	Earhart	Otis	Edison	Franklin	Love	Maya Lin	Paden	Ruby Bridges
Mild/Moderate	All school sites								
Early Autism Supported Inclusion (EASI)	-	-	-	-	-	-	1	-	-
Evidence Based Practice Inclusion Specialist (EBP)	-	-	1	-	-	-	-	-	-
Mild/Moderate K-2 SDC	-	-	-	-	-	-	1	1	-
Mild/Moderate 3-5 SDC	-	-	-	-	-	-	1	-	-
Mild/Moderate Foundation Class	-	-	1	-	-	-	-	-	-
Mild/Moderate Counseling Enriched Class 3-5	-	-	1	-	-	-	-	-	-
Moderate/Severe Autism K-2	-	1	-	1	-	-	-	-	-
Moderate/Severe Autism 3-5	-	1	-	1	-	-	-	-	-
Moderate/Severe Non-Categorized K-2 SDC	-	-	-	-	-	-	-	-	1
Moderate/Severe Non-Categorized K-2 SDC	-	-	-	-	-	-	-	-	1

Our Programs: Grades 6-8

	Lincoln MS	Wood MS	Encinal Jr. Jets
Mild/Moderate	All school sites		
Practical	1	-	-
Counseling Enriched Classroom (CEC)	1	-	-
Moderate/Severe Non-Categorized 6-8	-	2	-

Our Programs: Grades 9-Adulthood Class

	Alameda HS	ASTI	Encinal HS	Island HS
Mild/Moderate	All school sites			
Practical	1	-	-	-
Counseling Enriched Classroom (CEC)	1	-	1	-
Pathways (ICEC)	-	-	-	1
Moderate/Severe Non-Categorized 9-12	2	-	-	-
Adult Transition Practical	2	-	-	-
Adult Transition Moderate/Severe	1	-	-	-

Continuum of Standards Aligned Curriculum

ELA	Math
<ul style="list-style-type: none">• CCC (Center for the Collaborative Classroom)• Orton Gillingham• Lexia (Core5, PowerUp)• LLI Library• Making Connections• Quick Reads• Language Live!• Step Up to Writing• n2y	<ul style="list-style-type: none">• Eureka Math• Jump Math• Numbers World• Touch Math• Co-taught• Moby Max• Trans Math• Attainment Math (student, teacher)• n2y

Least Restrictive



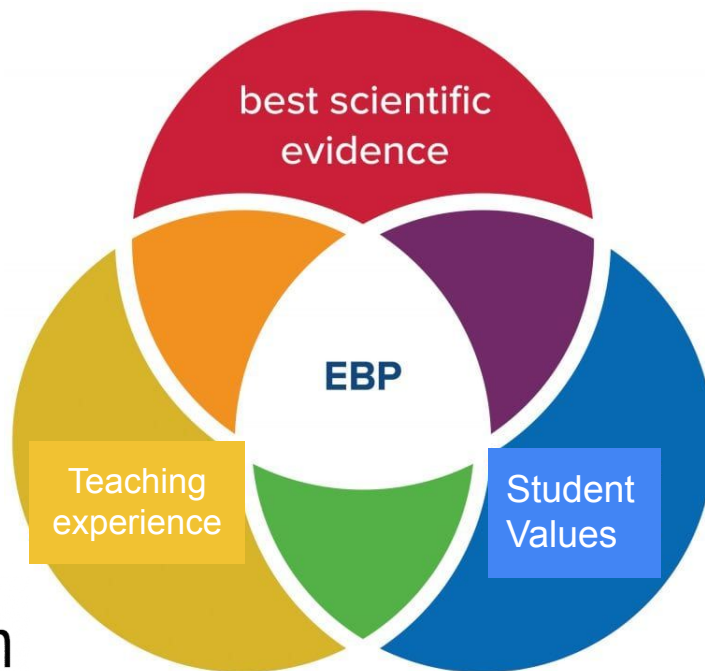
Most Restrictive

Certificate of Completion

Courses of study for Practical and Mod/Severe programs:

Functional Academics	Domestic Domain	Community Domain	Vocational Domain
<ul style="list-style-type: none">• Math• English / Language• Arts• Listening / Speaking	<ul style="list-style-type: none">• Grooming / Hygiene• Personal Safety• Life Skills	<ul style="list-style-type: none">• Social Behavior• Community Resources• Recreation and Leisure• Communication Skills	<ul style="list-style-type: none">• Career Exploration• Work Related Training• Future Living, Working

Evidence Based Practices



Autism Focused Intervention
Resources & Modules

Family Workshop Feedback - Learning Continuum

What would you like to have more information about?

- Add more information about the full continuum of services on the Special Education Website, or make it more visible and easy to find.
- More information would be appreciated regarding the types of curriculum used in each level of classroom instruction. Parents enjoy helping students with their work at night, but want to know the curriculum being used, and the best method to use to support.
- Add links on the Special Education website to the curriculum programs used in our programs.
- The colors used in graphs and visuals should be considered. There may be a stigma construed when red is used for more restrictive offerings.
- Request for district to send out survey to mod severe families (parent at elementary, students at high school level) whether they feel that they are at an appropriately-rigorous level of academics.
- Addition of a health curriculum for students with extensive needs.
- Examples of successful inclusion programming.

Family Workshop Feedback - Learning Continuum, *cont...*

Of the information presented, what resonated with you?

- So incredibly helpful to see the list of curriculums used. Also very helpful to see the tables of SPED programming at the various sites.
- Thank you for explaining the process.

What are three key takeaways from the presentation?

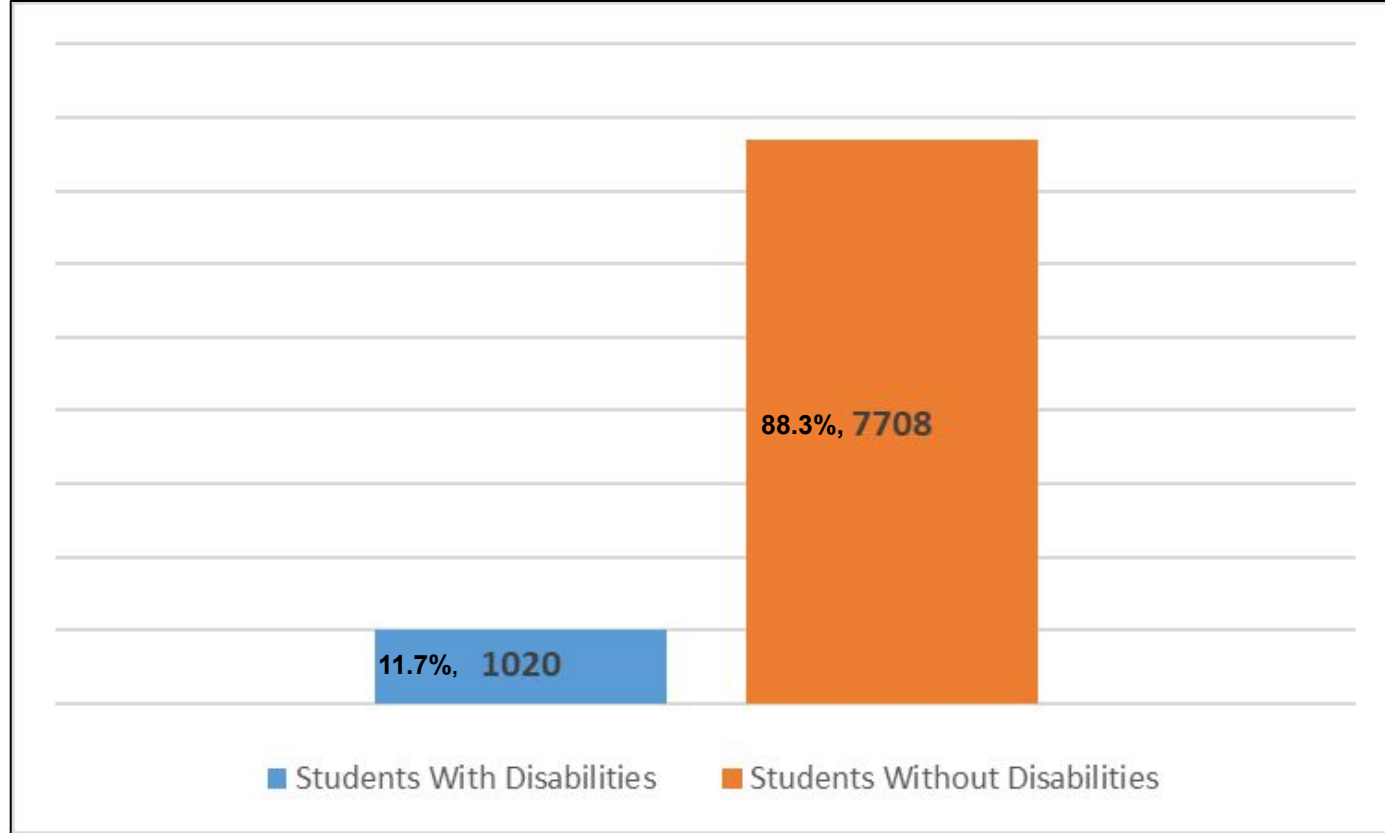
- Address the built in structures of segregation between SPED (specifically SDC) kids and Gen Ed kids.
- We need to be mindful how designing programming around LREs can inadvertently create stigma. Should the model be flipped? General education brought into SDC classrooms.
- Students with IEPs in general education programming can/do still require a lot of support. Is there appropriate support?

Board Discussion

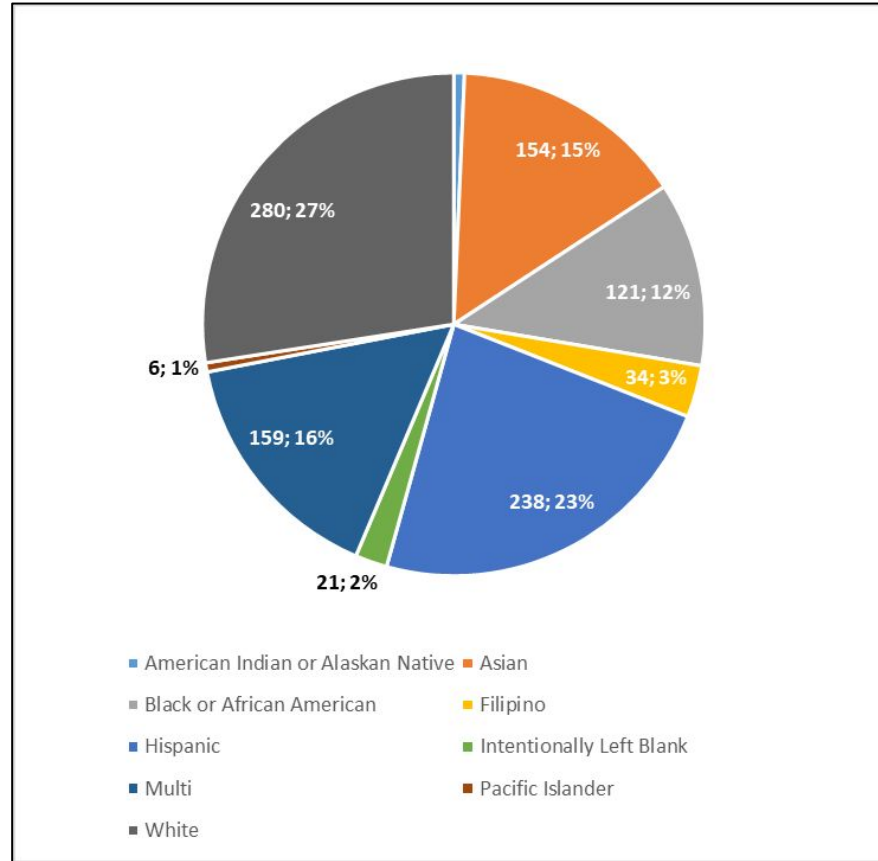
Goals for Tonight

1. Familiarize ourselves with the components of the Special Education Strategic Plan as it relates to the District Strategic Plan.
2. Understand the Special Education service delivery models and learning continuum.
3. Review academic and graduation data and areas for further exploration.
4. Share Special Education Division progress and give input on next steps.

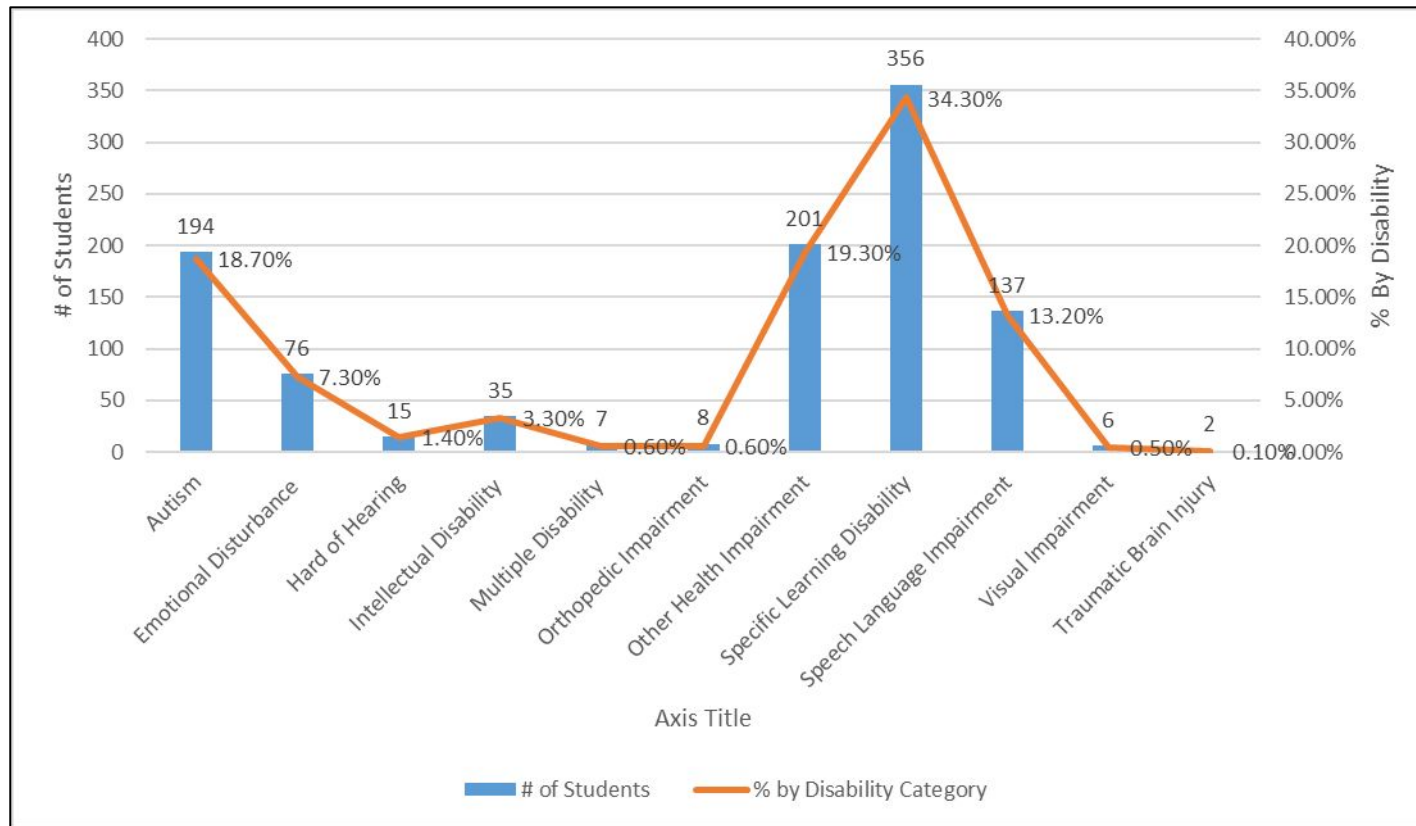
AUSD Special Education Eligibility



Percent of Special Education Students by Race/Ethnicity



Eligibility by Primary Disability Category

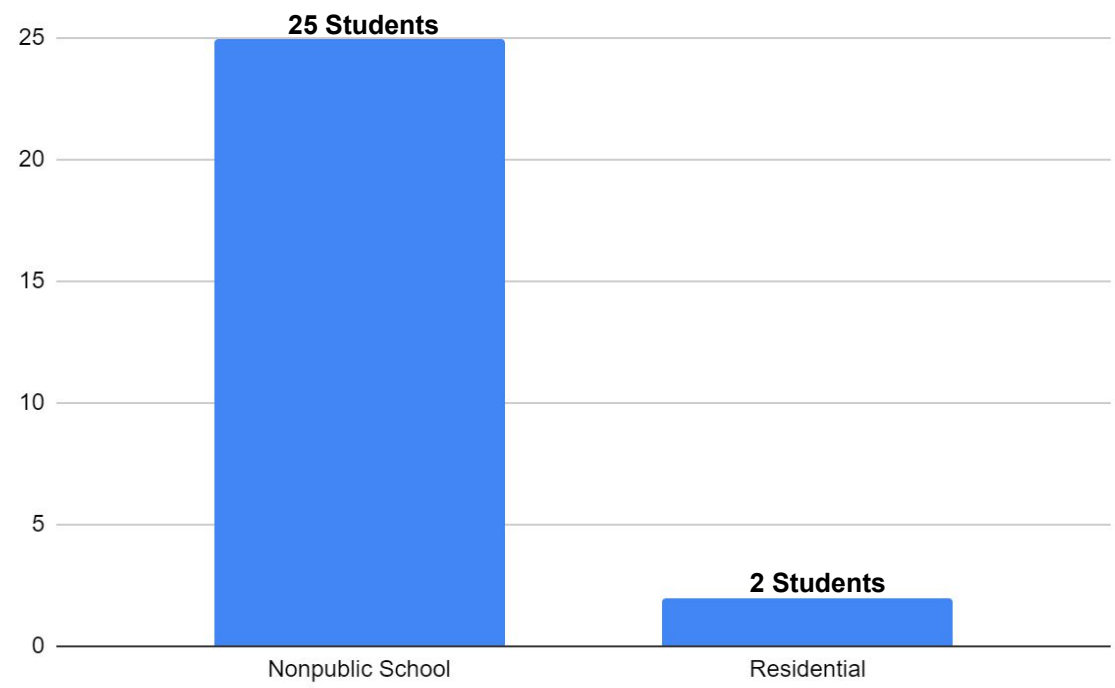


Special Education Enrollment by Grade Level

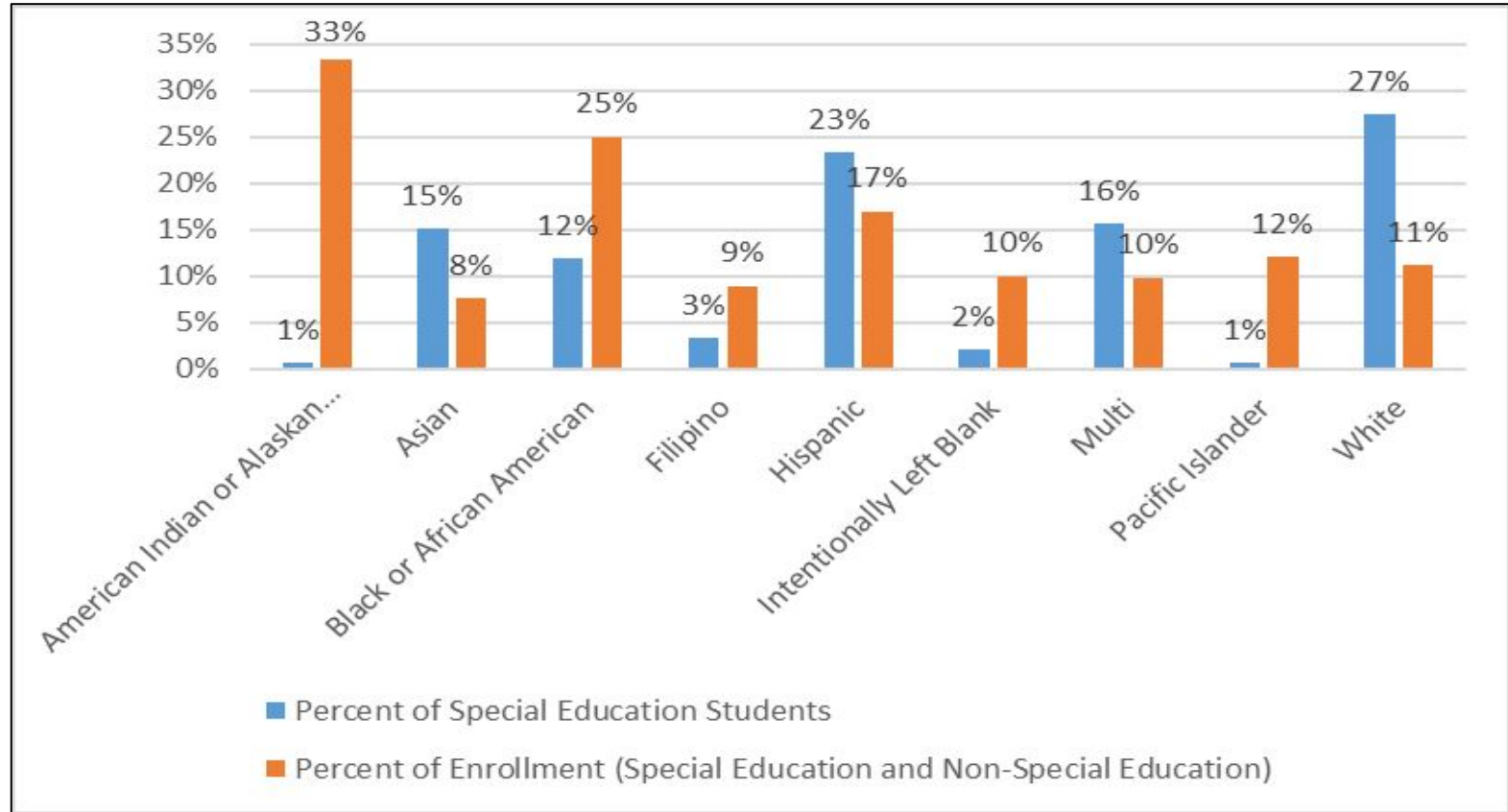
Grade Level	Numbers
TK	4
Kindergarten	53
1st	45
2nd	73
3rd	67
4th	100
5th	90
6th	73

Grade Level	Numbers
7th	69
8th	71
9th	87
10th	85
11th	72
12th	101
Adult Special Ed.	30
Total	1,020

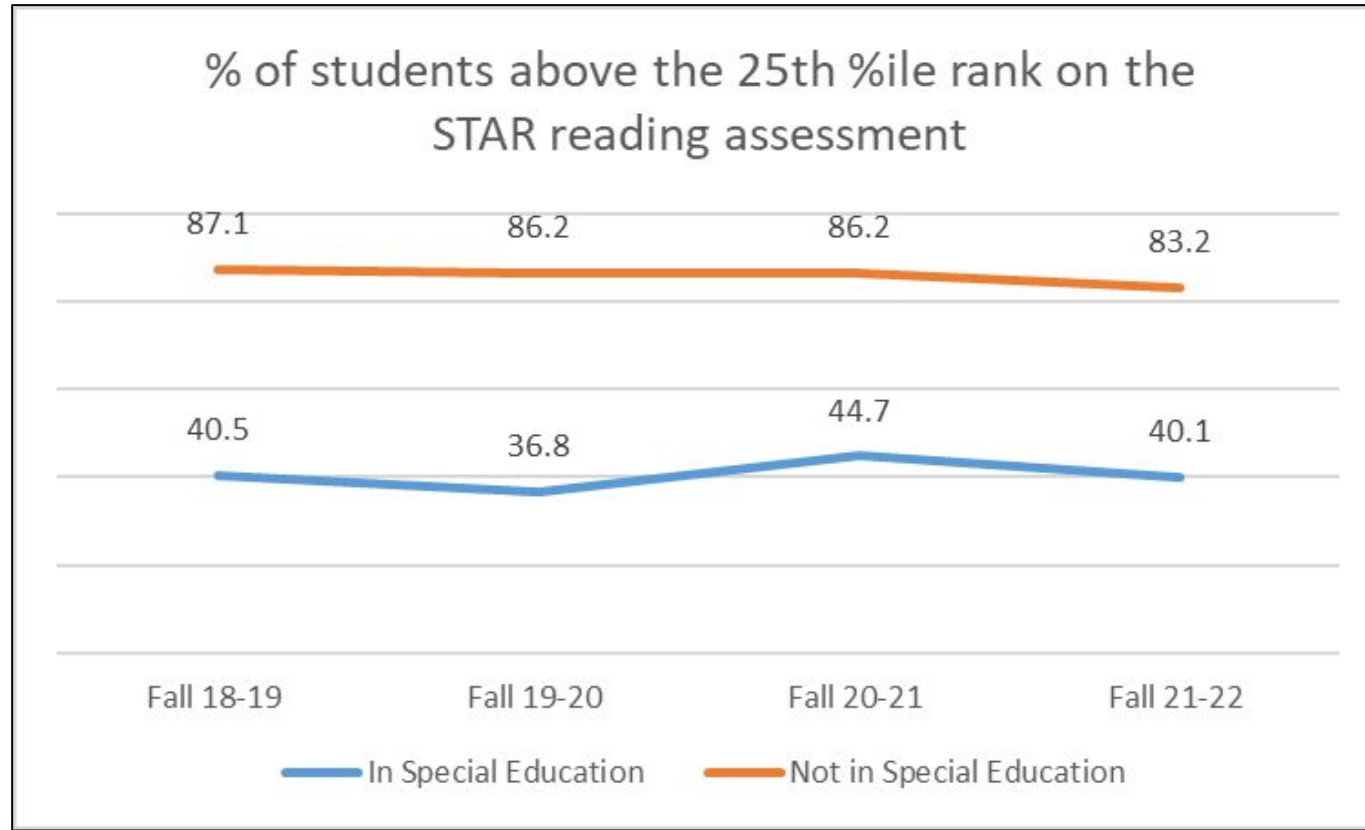
Nonpublic School: NPS vs Residential Placement



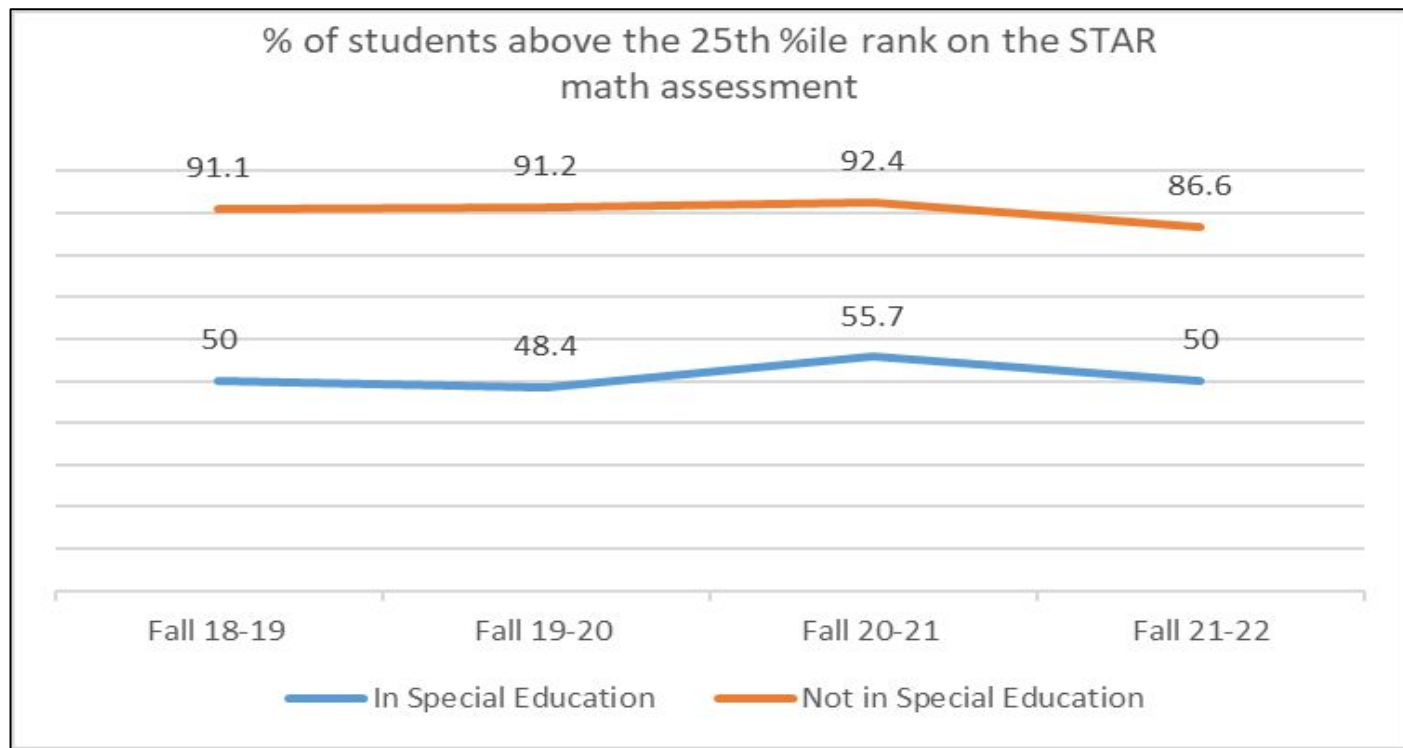
Special Education Student Comparison By Ethnicity



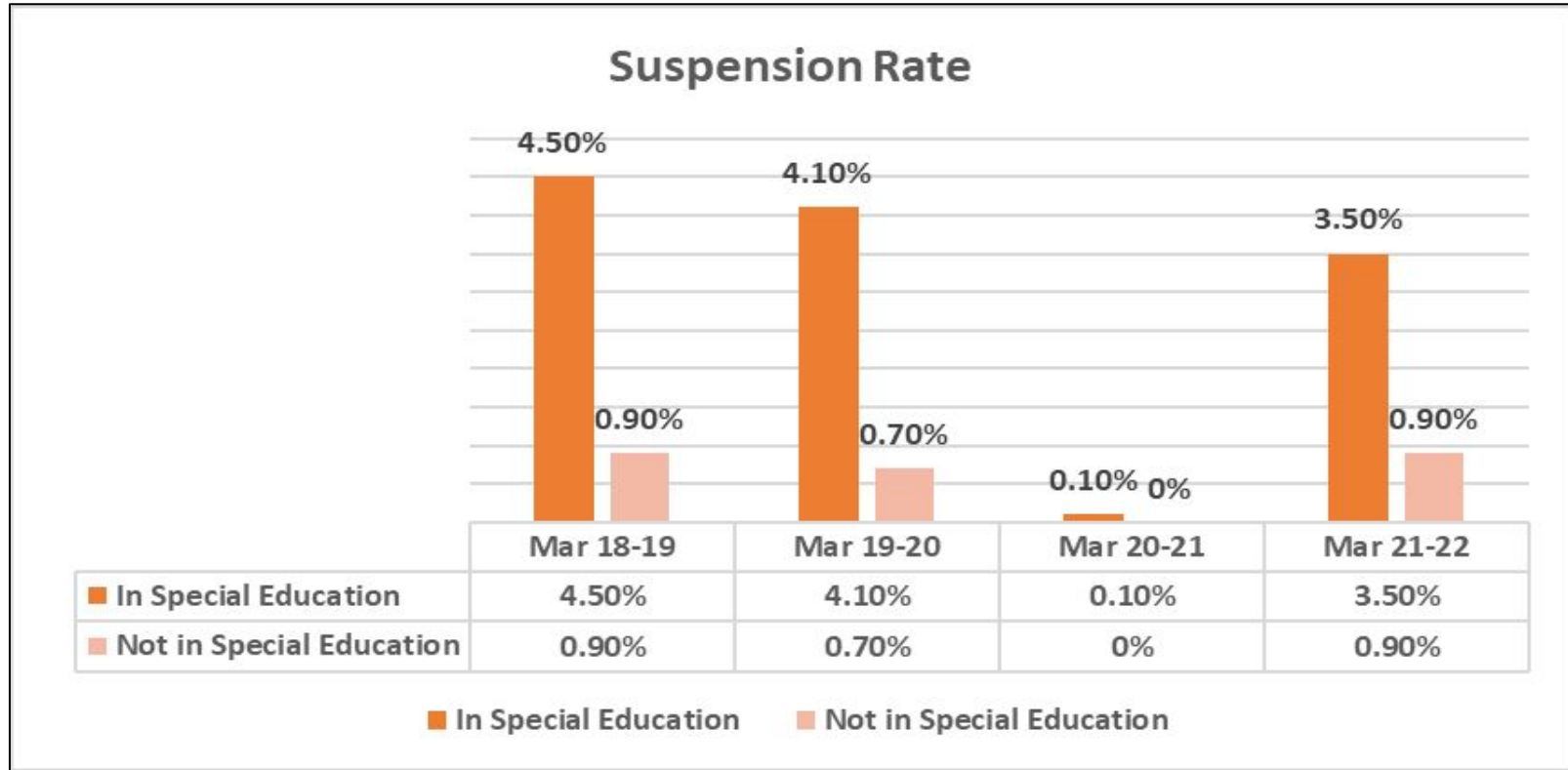
STAR Reading Proficiency in SpEd v Not in SpEd



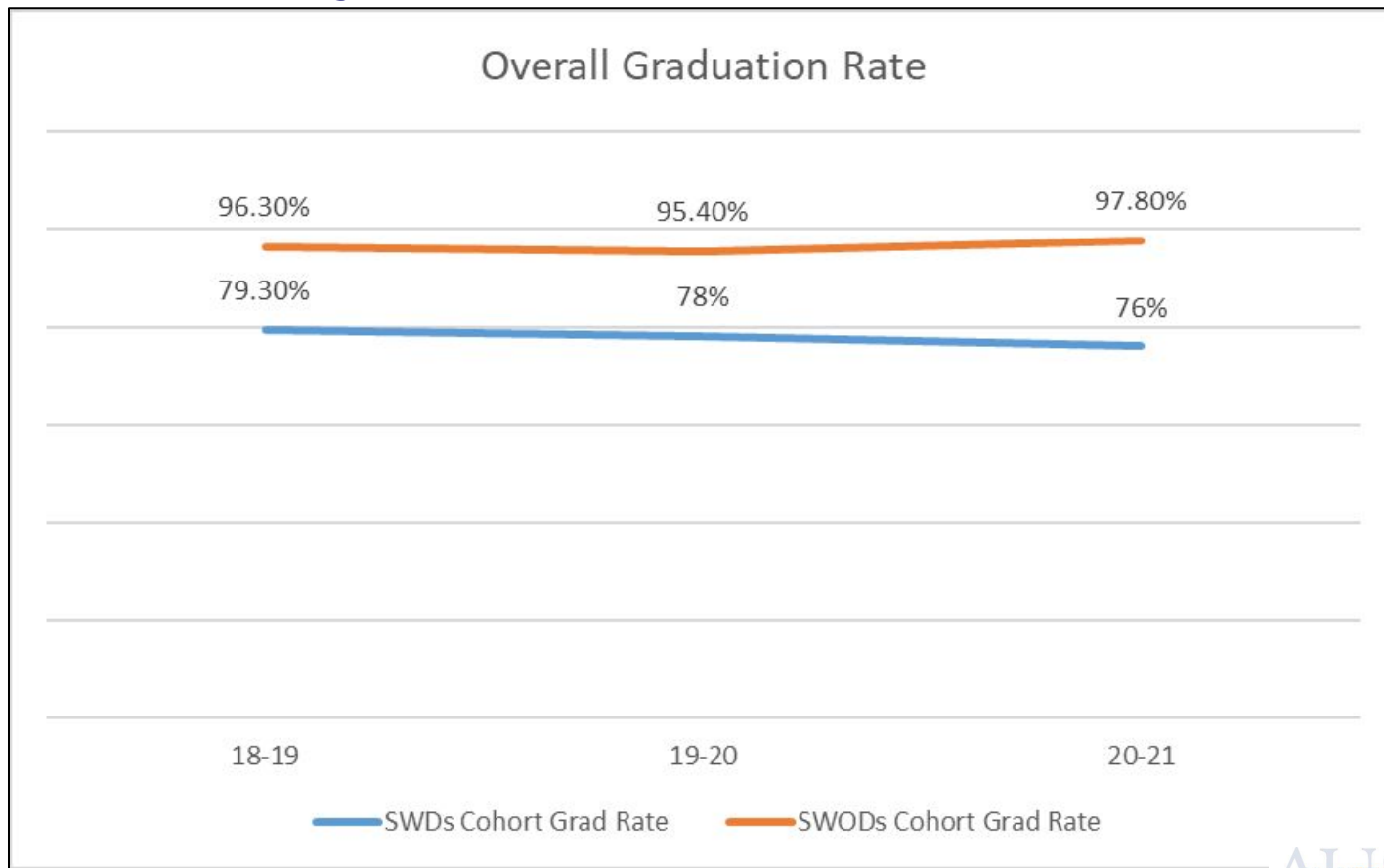
STAR Math Proficiency in SpEd v Not in SpEd



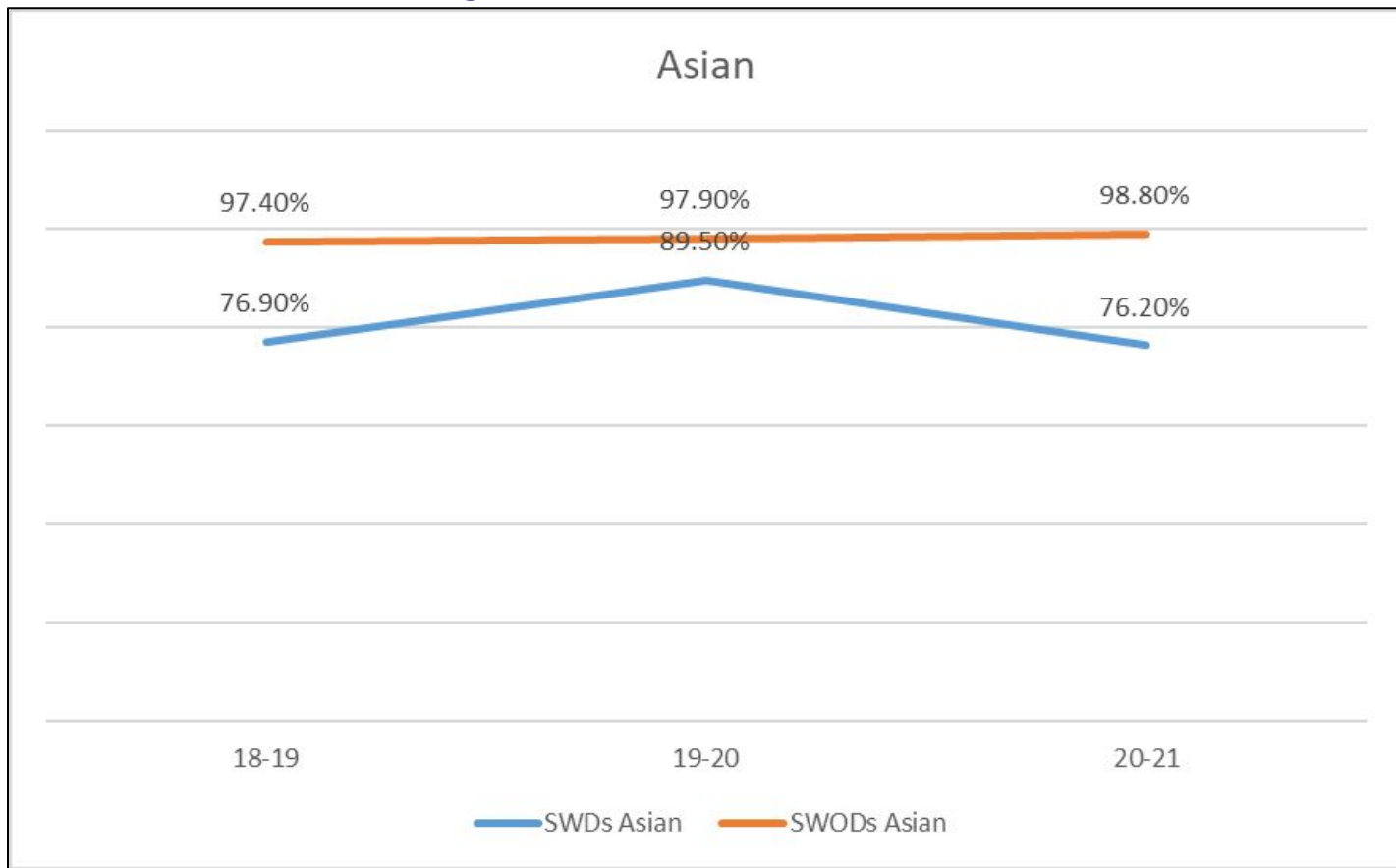
Number of Suspensions for Students with IEPs



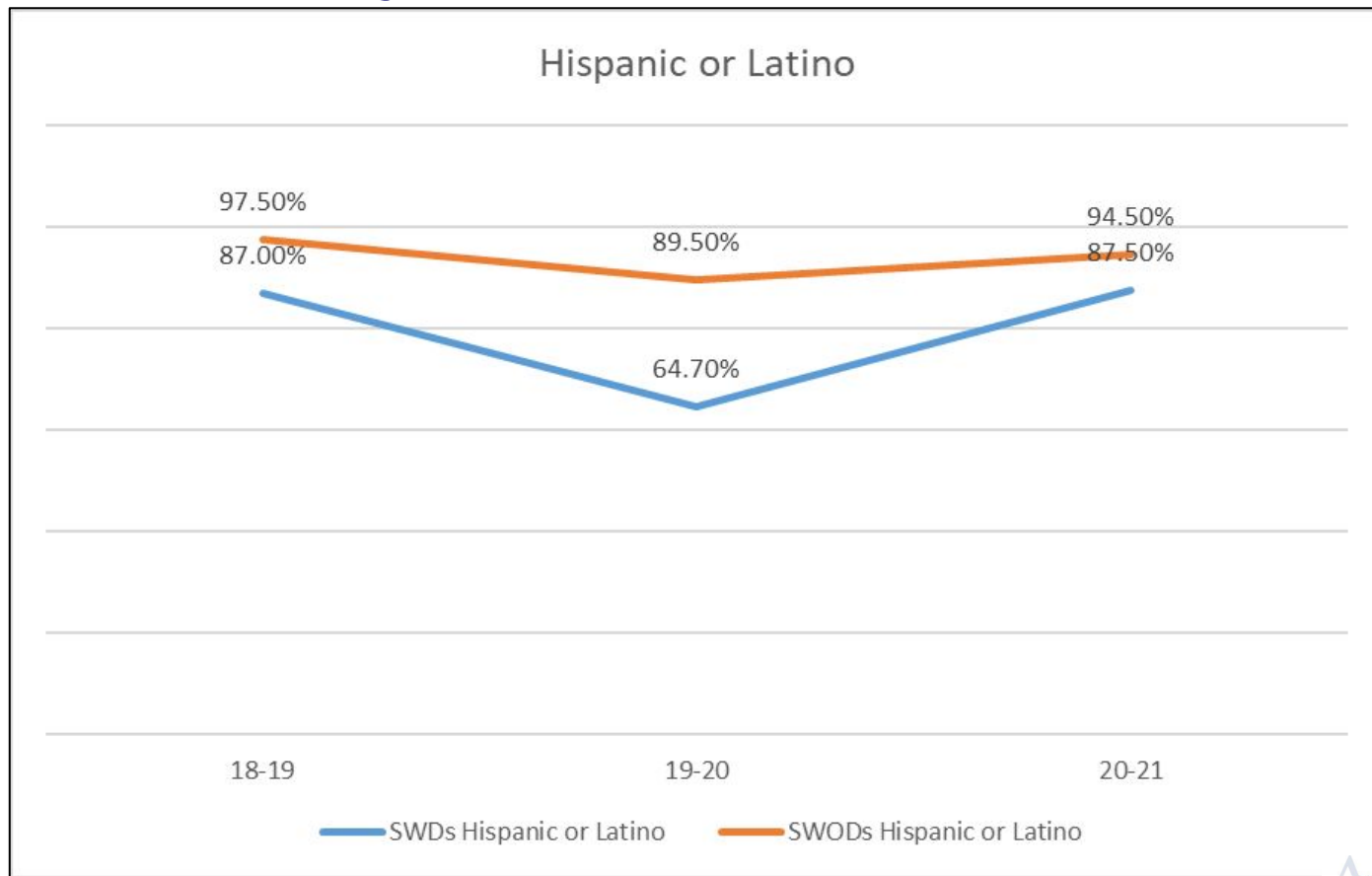
Five-Year Adjusted Cohort Graduation Rate



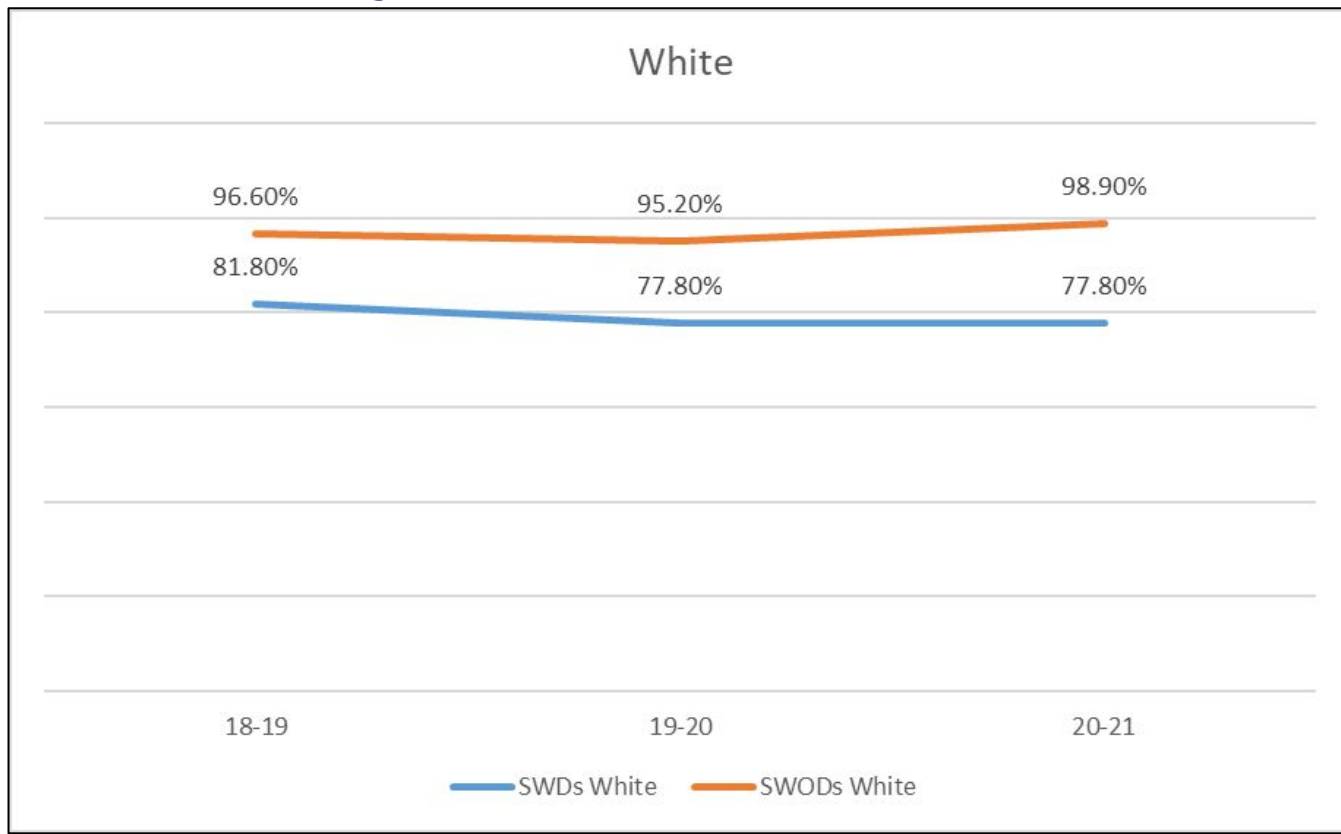
Five-Year Adjusted Cohort Graduation Rate



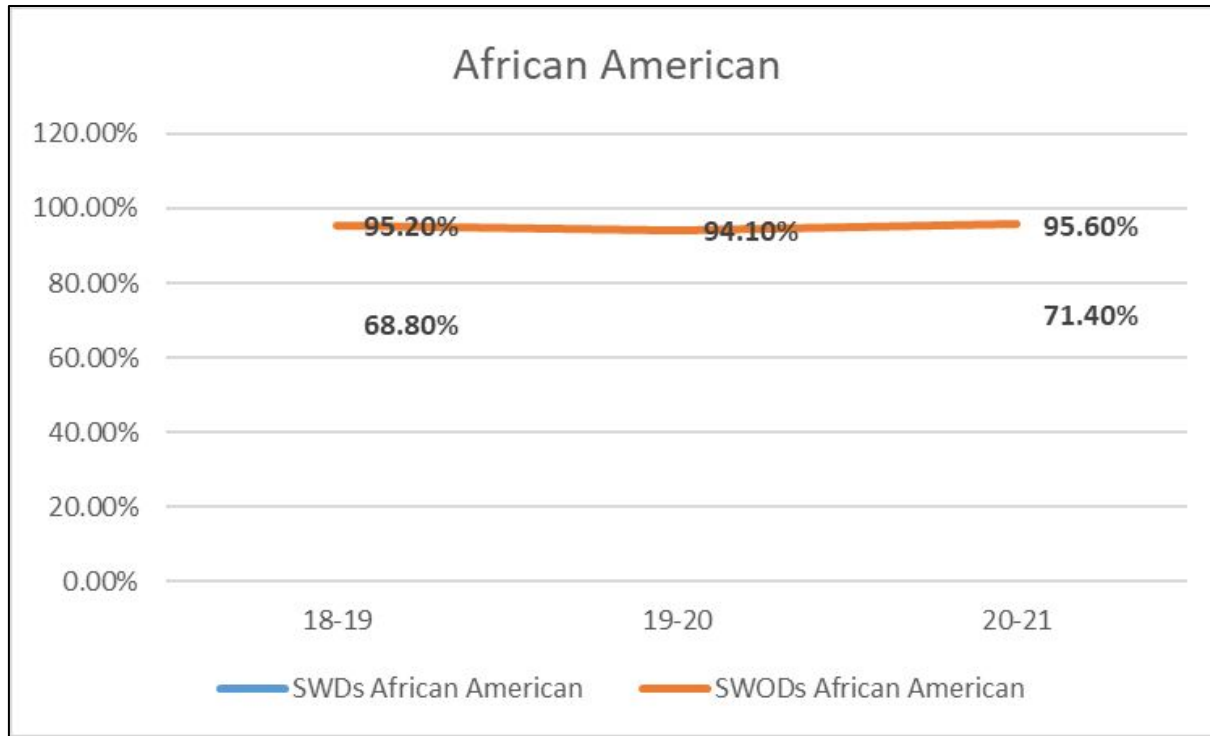
Five-Year Adjusted Cohort Graduation Rate



Five-Year Adjusted Cohort Graduation Rate



Five-Year Adjusted Cohort Graduation Rate



There weren't enough students in 19-20 to produce a grad rate score.

Certificate of Completion - Diploma: 5 Year Cohort

School Year	Cohort Students	Regular HS Diploma Graduates	Certificate of Completion	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
2018-19	82	65	9	79.30%	9	0	5
2019-20	82	64	10	78.00%	11	0	6
2020-21	104	79	11	76.00%	10	1	6

Family Workshop Feedback - Data

What would you like to have more information about?

- Percentages of enrollment districtwide included in graphs shown (% qualified though OHI, for example in comparison with State data set.)
- Perhaps growth to complement the % at proficient data.
- Intersectionality with other subpopulation data - eg EL and how/if language needs are addressed in goals, if appropriate.
- Clarify acronyms, labeling of graphs.

Family Workshop Feedback - Data, cont...

Of the information presented, what resonated with you?

- Pre-Post Assessment from page 4 of the Strategic Plan is an authentic way to measure growth
- Gaps in achievement - would like to track those year over year for a given cohort.
- Suspension % differences - extremely concerning and an action item for staff professional development;
- Equity aspects - over/under representation - very powerful data.
- Graduation/Certification slide - it was so calmly structured, it belies the implications - district's being punished for low graduation rate while supporting students, also need to highlight the success data.
- kudos on using google docs in this way - one of my preferred ways to collaborate.
- Depressing re: persistence of disparities between students in special ed and students in gen ed as well as disparities based on race and ethnicity
- Highlighting positives is so important.

Family Workshop Feedback - Data, cont...

What are three key takeaways from the presentation?

- Need to continue to look at data in new ways to measure progress.
- Professional development plans will need to include large amounts of time dedicated to the content from the SPED strategic plan and collaboration time between SPED service providers and Gen Ed teachers as articulated in the plan.
- We need longitudinal assessment tracking in addition to the calendar/year over year data.
- We need to link our students' progress to intervention onset.
- Certificates of completion vs diplomas - I hope the recommendations in this report are implemented soon statewide https://www.scoe.net/media/2tla0rk5/ca_alternative_pathways_workgroup_report.pdf
- I think the district can actually do a lot more to help students with Intellectual/Developmental Delays earn real HS diplomas even without alternate pathways as described in the report linked above.
- We need to think about how to share this data in a way that is very accessible to a wide range of stakeholders.

Data Think Time

Write down three questions about the data you would like to take a deep dive into.

Board Discussion

Goals for Tonight

1. Familiarize ourselves with the components of the Special Education Strategic Plan as it relates to the District Strategic Plan.
2. Understand the Special Education service delivery models and learning continuum.
3. Review academic and graduation data and areas for further exploration.
4. Share Special Education Division progress and give input on next steps.

Progress

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.
Progress Prior to Distance Learning	<ul style="list-style-type: none">• Addition of 4 new programs across the district to support a stronger continuum.• Changed locations of programs to have continuous programming• Developed descriptions of each class and locations to allow students to stay at one site the duration of their elementary years.• ELA from Orange to Yellow CDE Dashboard• OG Trained Education Specialists and general education teachers• Purchase of Curricular and Intervention Materials for IEP Learners• Universal Design for Learning PD as part of district foundational elements• ABA Practices and Purchase of Curriculum for M/S Students• Pre-School SEL Curriculum and development of Continuum of services

Progress, cont...

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.
Progress Since July 1, 2021	<ul style="list-style-type: none">● On-going Orton Gillingham training for Education Specialists● Behavioral training for moderate-severe special education teachers and individual students.● CPI trainings for classified, certificated, and administrative staff● Ongoing support, training and feedback to special education staff from teachers on special assignment.● Biweekly communication on best practices to all special education staff via divisional newsletter.● Assistive technology co-taught lessons at secondary level● The district's learning continuum was reviewed with staff to use during transition IEPs to make informed placement decisions.

Progress, cont...

- Continued staff trainings on social emotional learning.
- Professional development around co-teaching and the collaboration model in preschool.
- Monthly updates provided to the special education steering committee on the implementation of the special education strategic plan, and feedback from the committee on next steps.
- New Family Orientation meetings held on a monthly basis beginning February 2022 for all families going through the assessment process.
- Creation of a stronger continuum of services in preschool.

Systems To Do This Work

1. **Lead from the middle:** District staff work with Site Administrators, Education Specialists, General Education teachers representatives, and Related Services staff at the school site level to analyze data, engage in root cause analysis, and develop site specific action plans.
2. **Ongoing support:** District staff meet with site staff on action plan progress and the provision of guidance and resources as needed.
3. **Lead data:** Reviewed at regular intervals using data dashboards (e.g. attendance, grades, achievement, LRE data, suspension/discipline, eligibility)
4. **Collaboration:** Partner with special education parent community and site data teams to review and discuss data dashboards and provide input to next steps.

Next Steps for Service Delivery 2022-2023 SY

- Maximize and monitor Special Education student participation in all academic and social aspects of the general education setting.
- Ensure that all students in special education are included in extracurricular activities and collect data to determine participation.
- Develop and implement a professional development plan to ensure all staff understand the district's continuum of services.
- Develop elementary and secondary program rubrics to assist with student placement decisions.
- 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.
- 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.

Family Workshop Feedback - Progress & Next Steps

What would you like to have more information about?

- Would like to see more concrete information and/or examples that specifically address how the district is maximizing inclusion as outlined on the Special Education Strategic Plan.
 - *Not knowing or seeing the progress in this area makes it hard to see the direction the district is heading or what still needs to be addressed.*
- Would like to see more specific Special Education updates provided directly to the board that directly correlate to progress on goal areas of the Special Education Strategic Plan.
- Would like to see the Special Education Strategic Plan to include progress updates with dates for all action plan items outlined in each goal area.
- Would like to see more attention placed on students who use alternative means of communication.
 - *Let's NOT perpetuate the culture of invisibility of student with disabilities.*
- Would like acknowledgement of the learning differences across all settings from faculty/staff to educating the students.
- Would like district-wide and site-based communication to be written through the lens of IEP learners and families. Current communication does not feel inclusive.

Family Workshop Feedback - Progress & Next Steps, cont...

Of the information presented, what resonated with you?

- The commitment AUSD has to all the areas outlined in the Special Education Strategic Plan.
- The hard work the district has already put forth to adhere to the goals and actions items outlined in The Strategic Plan.

What are three key takeaways from the presentation?

- The slides show that many of the issues and/or concerns are being addressed through the lens of the plan.

Special Education Strategic Plan Progress Report

Board Discussion

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
Andrea Doherty
Anne Krainer
Dede Lewis
Christina Strena
Sarah Taylor

Community Members:

Laurie McLachlan
Kathryn Saulsgiver

General Education Teachers:

Mark Dieter
Jessica Lucio

Psychologists:

Melody Dewey
Ashley McDaid
Catherine Rodecker

Special Education Teachers:

Stefanie Cox
Jessica Downs
Bonnie Roberts
Julie Venuto

Support Providers:

Kelsey Ahern
Margaret Chinn
Beth Dillin
Stephanie Keegan-Hornesby
Kate Lloyd

**Site Administrators:**

Kevin Baker
Kim Kelly
Jesse Woodward

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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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