

SAINT JOSEPH NOTRE DAME HIGH SCHOOL

LEARNING SERVICES

STUDENT & FAMILY HANDBOOK

SIND COUNSELING DEPARTMENT 2023-2024

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* You can jump to a specific section of the handbook by clicking the <u>underlined</u> page number.

SERVING STUDENTS WITH LEARNING Differences serves the mission of sind.

"...We develop confident, open-minded, and effective leaders who are ready to live joyful lives of faith, scholarship, and service."

FAITH

Individuals with learning differences are a vital part of our school community and our ministry with them becomes a reflection of our belief in the teachings of the Gospels.

SCHOLARSHIP

When students with learning differences get the academic support they need, their successes inspire more success. They are better able to accept risk and stretch themselves to meet the rigorous learning expectations before them.

SERVICE

When our academic and emotional needs are met, we tend to have more bandwidth available to engage in service to others.

CONFIDENCE

When students feel understood, and understand their own learning needs, they are better equipped to navigate their academic and personal lives with perseverance and confidence.

OPEN-MINDEDNESS

When the community supports all learning styles, students and educators have greater understanding of, and patience with, the unique talents and struggles of others.

EFFECTIVE LEADERSHIP

Many of our worlds most successful and effective leaders are individuals who think creatively, take risks, and are familiar with struggle.

JOYFUL LIVES

If students with learning differences are able to complete school with their souls and spirits enhanced, they will lead successful, joyful lives.



ACADEMIC & MENTAL HEALTH SUPPORT (2022-2023)

COUNSELING DEPARTMENT:

Academic & College Counseling

SJND counselors are dedicated to guiding students to their highest academic potential. Starting in ninth grade, the students learn how to select academic course work and enrichment opportunities that encompass their interests and abilities. All students are encouraged to pursue courses with the appropriate level of challenge for them, including Advanced Placement, Honors, and elective courses that support their interests and prepare them for the rigors of college. With the help of this guidance, students are able to find a good match for their life goals and their post high school plans.

Personal Counseling

Adolescence is a time of growing independence, maturity and exploration of self. SJND counselors are professionally qualified to support students on matters related to personal growth and development. This support is a collaboration with students and their families to provide a safe and caring environment.

Some of the areas that counselors explicitly focus on with students are:

- Maintaining good health and personal well-being, including healthy strategies for managing stress.
- Gaining awareness of their strengths, talents, and interests.
- Learning responsible decision-making skills.
- Facing their challenges with confidence and resourcefulness.
- Creating and maintaining healthy, life-affirming personal relationships.
- Learning how to reach out for help when they need it.

College Counseling

All SJND students receive support from a four year, developmentally appropriate set of guidance interventions designed to assist them in realizing their goals for further education beyond high school. For the past several years, virtually all SJND graduates have been accepted into colleges and universities to pursue their goals. There is a dedicated College Counselor who serves the entire student body and provides special services to students starting in the second semester of 11th grade. The College Counselor coordinates the programmatic aspects and collaborates with students' individual counselor to ensure that all aspects of the admissions process are completed effectively and efficiently. SJND's success with College Admissions is a strong part of the school's legacy.

Social and Emotional Learning Program: Counselors in the Classroom (CIC's)

In addition to our individual student services and college counseling, the SJND counseling team has designed and implemented a four-year program to address the distinct social-emotional needs of our student population. According to the American School Counselor Association's National Model, the purpose of a school counseling program is to teach students specific skills and provide learning opportunities in a proactive manner, ensuring that all students can achieve school success through academic, career, and personal/social development experiences. Through the Counselors in the Classroom Program, students develop knowledge and skills appropriate to their developmental level. The three main areas addressed in the Counselors in the Classroom program are Sexuality Education, Drug and Alcohol Education, and Stress and Anxiety Management.

Services for Students with Documented Learning Differences

SJND provides educational support for students with documented learning differences. SJND's Learning Services Counselor is a specialist who provides counseling and guidance to these students, as well as research-based teaching tools and strategies for faculty and staff. SJND Counselors work very closely with the students in alliance with their families and their teachers. From as early as the point of admission in 8th grade, SJND assesses students' strengths and needs for accommodations in the form of an Individual Learning Plan (ILP). The Counseling team provides an ongoing process of individualized, strategic guidance to support students to be lifelong, successful learners.

• Special services that are offered in this program include:

- Creation of a learning plan with requisite accommodations to enhance and maximize a student's abilities.
- Case management involves advocacy for the student and support for families and teachers.
- Participation in the after school Pilot Prep Program, which is staffed by academic coaches who provide tutoring and help for developing habits and skills for success. These include: time management, executive function strategies, and exam preparation.
- Submission of formal accommodations requests to College Board and ACT for standardized testing.

Pilot Prep

Pilot Prep is an after-school academic support program for all students including those with Individual Learning Plans (ILPs). We are pleased to offer this program to our students at no extra cost to their families. We offer support to students with diverse learning needs via interactive study sessions and assistance with organization and time management.

9th grade students with Individual Learning Plans must attend a minimum of one Pilot Prep after-school session per week for Semester 1.

- After Semester 1, Pilot Prep is always available to students but is no longer required for students with ILPs (unless referred for Assignment Plan Check-Ins).
- 10th, 11th and 12th grade students with ILPs, attendance is optional, but recommended.
- Students participating in Assignment Plan Check-In's must attend a minimum of one Pilot Prep after-school sessions per week.

NHS Peer Tutoring

- Academic support is available in specific content areas for students identified through teacher and counselor referrals.
- For students referred by teachers/counselors/guardians/self for subject-specific support; known as SJND Scholars.
- Academic support is provided by 11th-12th grade students who are trained as part of membership in the National Honors Society; known as NHS Peer Tutors.

Academic Success Coach

Students who are struggling to succeed in their academic courses can request assistance from one of SJND's Academic Success Coaches (ASC's). Counselors, parents and teachers can also refer students to the ASC's. The role of the ASC is to meet regularly with the student, 1-on-1, help them assess the areas of challenge, and give them the tools to get back on track.

• The ASC's main goal is to provide on-going support which can include:

- Help with organization and time management.
- Encouragement and accountability for student motivation.
- Some tutoring and help with writing skills.
- The ASC can refer a student to Peer Tutoring or Pilot Prep if needed.

Assignment Plan Check-Ins

- The Assignment Plan is a living document used as a tool to support students in building organization, tracking and other executive functioning skills related to academic success.
- It is initially drafted with the support of SJND staff who model skills with the student so that they can build capacity.
- It is reviewed and updated with the Counselor/Academic Success Coach (ASC) as needed.
- Student and counselor/ASC meet regularly to edit/update the Assignment Plan.
- Assignment Plans will be shared with the student's family weekly via Google Docs.
- Student and family will have access to the document at any time. Counselor/ASC will re-share the Assignment Plan document with the family regularly with notification.
- Families and students should be reminded and encouraged to check and update the Assignment Plan document with their student weekly as well.
- In this way, the student checks and updates the Assignment Plan regularly with support from the SJND/Family team. This twice/week communication between the team members promotes student engagement, accountability and success.

Navigator Notes

- As a service to our students with ILPs we offer Navigator Notes:
 - Official class notes taken by a confident, skilled note taker in targeted classes.
 - These notes are available to students electronically.
 - The Learning Services Counselor shares them with students with ILPs as a support/supplement to their own notes.
 - Official note-takers may list this service on their college applications Activities List.

Referrals for Outside Resources

*Please see <u>page 42</u> of this handbook.



A STUDENT WITH AN ILP LEARNS **DIFFERENTLY.** NOT BETTER OR WORSE, JUST DIFFERENTLY.

AS THE NUMBER OF STUDENTS IDENTIFIED AS NEEDING AN ILP INCREASES, THE OTHER COUNSELORS MAY CONTINUE TO KEEP THEM ON THEIR ROSTERS, RATHER THAN MOVING THEM TO THE LEARNING SERVICES COUNSELOR.





STUDENT SELF-ADVOCACY!

ACTIVELY BUILDING THIS SKILL FROM 9TH - 12TH GRADE.

SOME PRESENTATIONS OF NEURODIVERSITY:

- ADHD: Inattentive, Impulsive, or Combined Type
- Auditory Processing
- Speed of Processing
 Anxiety or Depressive Disorder
- Autism Spectrum
- Working Memory
- Visual Perception or Processing
 Anxiety or Depressive Disorder
- Physical/Medical Disabilites
- Grapho- Motor Control

Dyslexia

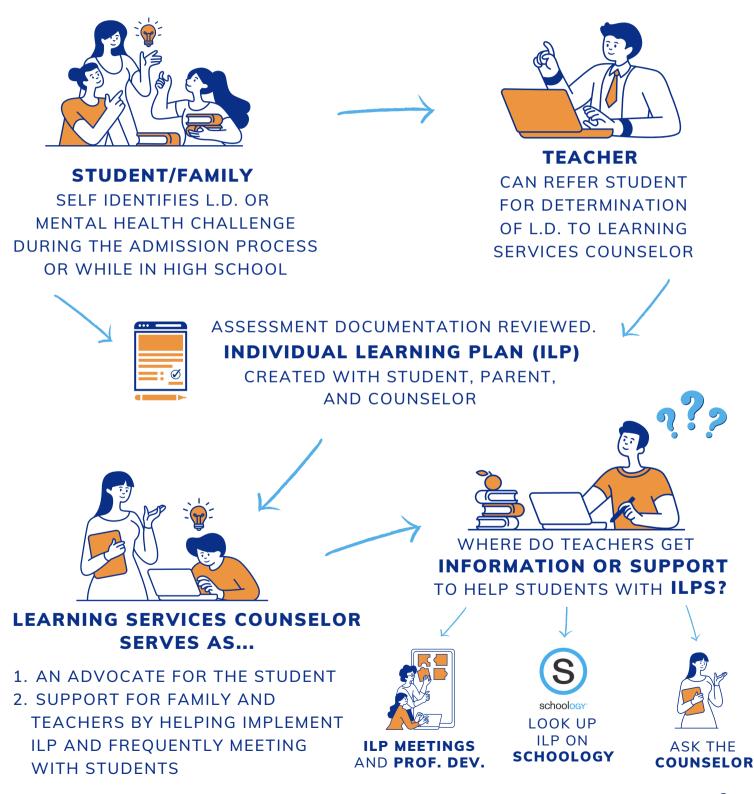
SJND LEARNING SERVICES PROVIDES:

- Communication Between: Counselor: Teacher: Student: Family: Admin
 > Facilitated Meetings, 1:1 Meetings, Assignment Plans
- Action Plan/Accommodation Implementation
- Student Success Team (SST) Meetings
- Action Plan/Implementation Review
- Collaborative Conferences

- Outside Resources
- Pilot Prep



SJND LEARNING SERVICES PROGRAM





Individual Learning Plan

CONFIDENTIAL DOCUMENT		QUALIFYING CONIDITIONS
Student: Sample Stu Class of: 2023 Meeting Date: 5/22/19 Counselor: Maryanne S Team Present:, Mrs. Stehr	tehr	• ADHD: mild, primarily inattentive type

STRENGTHS/INTERESTS:

Baseball, travel team for many years, sense of adventure, empathetic, intuitive, reliable, positive spirit, <u>learns best with auditory and kinesthetic approach</u>, enjoys history, math and science, drive to succeed.

CHALLENGES:

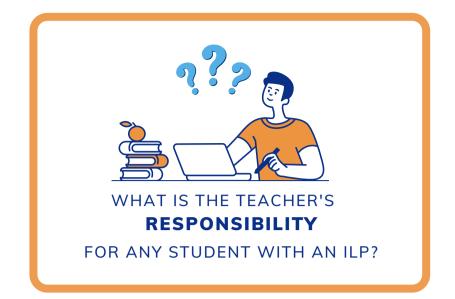
Executive functioning skills: sustaining focus with things he is not interested in, organization, shifting focus, time management, follow through, stamina. Reading "doesn't stick." He needs context, time, purpose, routine and breaks to sustain focus. English and writing are areas for growth. Regular medication for symptoms of ADHD. Also has an outside academic coach 1 to 2 times per week.

FORMATIVE ACCOMMODATIONS

- 1. Peer buddy in class to keep him on track
- 2. Chunk large assignments into multiple due dates (post due dates for parts)
- 3.Note taking support- Navigator Notes
- 4. Reduce assignments (ie: remove math problems that are redundant)
- 5. Cues, prompts, reminders to turn in work, follow procedures, rules, etc.
- 6. Flexible deadlines
- 7.Calculator for math
- 8.Preferential seating away from distractions
- 9.Allow _____ to step out of class to re-focus

SUMMATIVE ACCOMMODATIONS

- 1.Testing in Counseling or Library (as needed)
- 2.Extended time on tests and quizzes (+50%)
- 3. Allow the use of note card/concept card with formulas, terms, etc.
- 4. Special allowances, at teacher discretion, for additional test corrections, retakes, extensions
- 5. Provide study guides for tests with ample time for completion and study
- 6.Allow <u>calculator</u> for math
- 7. Word bank for vocabulary/ formulas/ terms
- 8. Speech to text technology





STUDENTS WITH ILPS



STUDENT AND FAMILY PARTNERSHIP & EXPECTATIONS

SJND Learning Services strives to support each student, academically, socially and emotionally- when they need something different. Welcoming and supporting students with learning differences serves our mission and adds invaluable contributions to our SJND community.

The Counseling Department, Learning Services Program, faculty and staff are dedicated to honoring neurodiversity and working to provide education inline with each student's unique learning profile.



We cannot succeed in this work without the support and partnership of our students with ILPs and their families. Experience has proven that students succeed when staff/faculty, students and families are all ACTIVE, AND PARTICIPATING MEMBERS OF ONE TEAM.

We respectfully ask and encourage STUDENTS WITH ILPS TO:

- 1.Read, ask about, and understand your ILP.
- 2.CC your Counselor on any communication you have with a teacher/staff member.
- 3. Check your email DAILY.
- 4. Check your **GChat throughout the day** (download the app on your phone).
- 5.Self-advocate.
- 6. **RSVP** to appointment invitations (calendar invites- using Yes, No, Maybe).
- 7.Do your Formative assignments-**THEY COUNT.**
- 8.Do your Summative assignments.
- 9.Do and submit both Formative and Summative work ON TIME.

10. If you need an extension, respectfully request an extension from your teacher via email, with your Counselor CC'd (preferably not last minute).

Dear _____ Teacher's Name (cc: Counselor's Name) _____, I am struggling to complete _____ Assignment _____ and am respectfully requesting an extension until _____. Please advise. Thank you for your consideration. ____ Your Name ____

11. Please respect your teacher and show your gratitude by completing the assignment by the new extended due date.

12. Request testing accommodations at least **2 days in advance** (see <u>page 25</u> for details).

13. Check Schoology regularly for overdue and upcoming assignments.

- a. **DO NOT** look at the Upcoming and Overdue sections (it is inaccurate and overwhelming).
- b. **DO** always go to **GRADES** section and scroll through assignments for each class.

14. If you are using an Assignment Plan please attend your check in meetings weekly and on time.

a. Please, also, meet once/week with your family to update your Assignment Plan

15. Avoid getting in a re-take/re-do loop for tests and assignments.

16. If you need to meet with your counselor, the Academic Success Coordinator, or ASC (Academic Success Coach), please follow steps on <u>page 16</u> of this handbook.

17. Don't wait if you are struggling or have a problem. Contact your counselor right away.

18. Love and be loved- everything else will be OK.

We respectfully ask and encourage FAMILIES OF STUDENTS WITH ILPS:

- 1. Read, ask about, and understand your student's ILP.
- 2.CC your student's Counselor on any communication you have with a teacher or staff member.
- 3. Remind your student to request testing accommodations at least 2 days in advance (see <u>page 26</u> for details).
- 4. Check Schoology regularly for overdue and upcoming assignments.
- 5. **DO NOT** look at the Upcoming and Overdue sections (it can be inaccurate and overwhelming).
- 6. DO always go to GRADES section and scroll through assignments for each class.
- 7. If your student is using an Assignment Plan please encourage them to attend their check in meetings weekly and on time.
- 8. Please, also, meet once a week with your student to update their Assignment Plan.
- 9. Please note on the document that you have seen and updated it together.
- 10.If you need to meet with your student's counselor, Academic Success Coordinator or a ASC (Academic Success Coach) please follow steps on <u>page 16</u> of this handbook.
- 11.Please do not text your student about grades during the school day. It is not helpful.
- 12.Please be patient with your student's teachers and counselors with regard to email replies. We are all doing the very best we can. Thank you.



MEETING WITH COUNSELING & LEARNING SERVICES STAFF



CHECK GMAIL & G-CHAT DAILY!

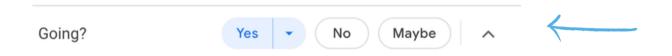


COUNSELING & LEARNING SERVICES CONTACT INFO

NAME	TITLE	EMAIL	NUMBER	APPOINTMENTS
John Gunty	Director of Counseling, Personal/Academic Counselor (Students: Last Name A-Le)	<u>jgunty@sjnd.org</u>	510-995-9450	<u>Click here.</u>
Elizabeth Hunter	College Counselor	<u>ehunter@sjnd.org</u>	510-995-9449	
Maryanne Stehr	Learning Services Counselor (Students: By Destignation)	<u>mstehr@sjnd.org</u>	510-995-9504	<u>Click here.</u>
Naima Shalhoub	Personal and Academic Counselor (Students: Last Name Li-Z)	<u>nshalhoub@sjnd.org</u>	510-995-9448	<u>Click here.</u>
Mary Ellen Proctor	Administrative Assistant for Counseling Dept., Academic Support Coordinator	<u>mproctor@sjnd.org</u>	510-995-2788	
Maisha Clay	Mental Health, Personal and Academic Counselor	<u>mclay@sjnd.org</u>	510-925-1746	
Nancy Lee	Academic Success Coach	<u>nlee@sjnd.org</u>	510-995-9446	
Kaleb Cervantes	Academic Success Coach	<u>kcervantes@sjnd.org</u>	510-523-1526	
Kenneth Herndon	Academic Success Coach	<u>kherndon@sjnd.org</u>	510-523-1526	

SCHEDULED MEETINGS WITH COUNSELORS & ACADEMIC SUCCESS COACHES (ASC):

- Counselors and ASCs will set regular appointments with each of their students on a rotating basis.
 - Students will receive Google calendar invitations for these meetings via email and through their SJND Google Calendar (*See image and instructions, below).
 - Students will need to open the invitation and RSVP in a timely manner.



- Counselors/ASCs will remind students the day of their appointment via Google Chat.
- Before class begins, the student must show the calendar invitation or GChat to their teacher via smartphone or computer to request permission to attend during that class period.
- Permission to attend the meeting with Counselor/ASC is given at the discretion of the teacher.
- If unable to attend the Counseling/ASC appointment, student should email or GChat Counselor/ASC to inform and re-schedule.

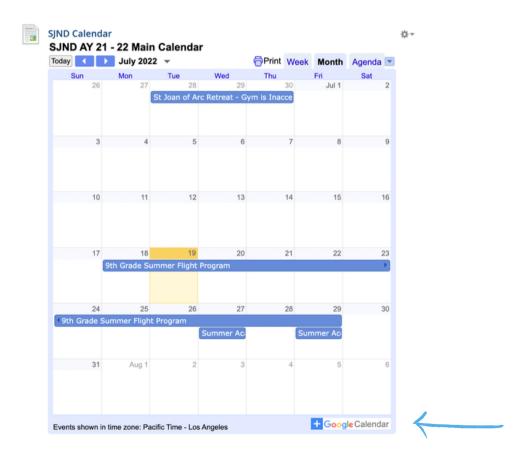
SCHEDULE AN APPOINTMENT ON YOUR OWN:

- Students may wish to see their counselor or ASC in between routine appointments. To do so:
- Log on to the Counselor's or ASC's Appointment Calendar and sign up for an appointment (all links are listed in the table above).
- Send an email or GChat to your Counselor or ASC to request a meeting.
 - Drop by your Counselor's/ASC's office to set an appointment or make an urgent request to meet or have time to reset.

SJND SCHOOL CALENDAR



- To add the calendar go to: Schoology > Student Resourcesscroll down to the calendar and click on the plus sign (+) next to the words "Google Calendar" at the bottom right of the school calendar (see image below).
- This (+) click will add the school calendar to the student's Google Calendar.





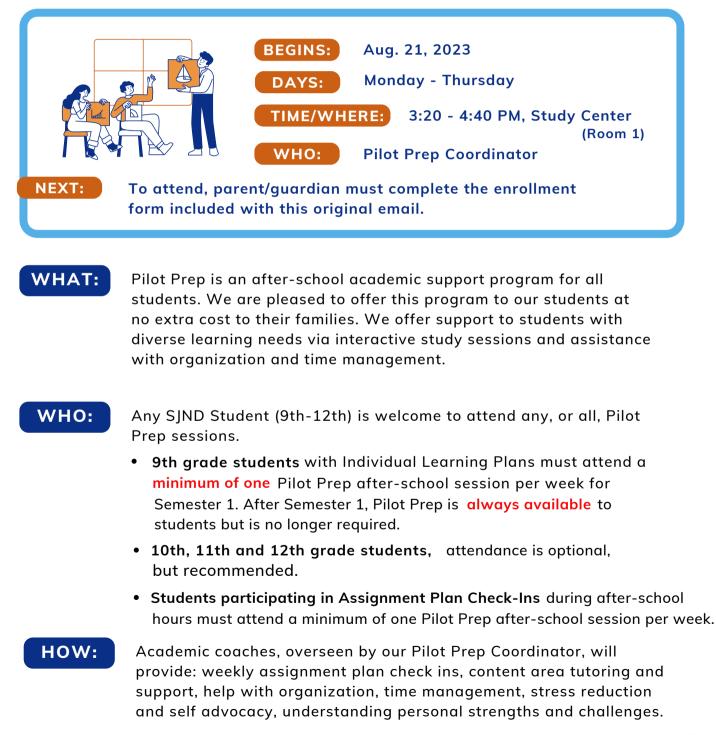
PILOT PREP: OVERVIEW (2023-2024)

WHAT IS PILOT PREP?

- Pilot Prep is an academic support program staffed by 2 adult Academic Success Coaches (ASC) and the Pilot Prep Coordinator.
- Pilot Prep is offered M-Th 3:20 p.m. 4:40 p.m. in the Study Center (Rm. 1).
- Students are not divided by grade level and all grade levels are welcome.
- ASCs are available to help students:
 - Create and review assignment plans, calendars.
 - Discuss, understand, and practice concepts.
 - Study for tests.
 - Plan and edit writing.
 - Maintain a quiet space to finish homework before leaving campus.
- **9th grade students** with Individual Learning Plans **must attend a minimum of one** Pilot Prep after-school session per week for Semester 1.
 - After Semester 1, Pilot Prep is always available to students with ILPs
 (M-Th 3:00 p.m. 4:30 p.m.) but is no longer required.
- 10th, 11th and 12th grade students: attendance is optional, but recommended.
- Students participating in Assignment Plan Check-Ins during after-school hours must attend a minimum of one Pilot Prep after-school session per week.
- Students participate in weekly Assignment Plan Check-Ins: if referred, due to any
 - D, F, I grades, by an SJND counselor, a parent, or through self-referral.



PILOT PREP: INFORMATION FOR FAMILIES (2023-2024)





PILOT PREP: ENROLLMENT PERMISSION FORM



Please sign and return hard or digital copy to the Pilot Prep Coordinator By: Sept. 8, 2023

Dear Parents/Guardians,

Your child is eligible to attend the Pilot Prep After-School Academic Support Program.

SJND EXPECTS:

9th grade students with Individual Learning Plans to attend a minimum of one Pilot Prep after-school session per week for Semester 1.

10th, 11th and 12th grade students, the attendance is optional, but recommended.

Students participating in Assignment Plan Check-Ins during after-school hours must attend a minimum of one Pilot Prep after-school session per week.

By signing this document, I give permission for my child to attend the Pilot Prep Program with the following understandings and agreements:

I understand and agree:

- My child will attend Pilot Prep sessions as scheduled, with the same obligations and responsibilities as if in a regular class at SJND.
- My child is expected to come to academic support sessions prepared with his/her planner, books, computer, assignments, backpack, etc., ready to work on their homework.
- I will the Pilot Prep coordinator by email if my student will be absent from the Pilot Prep Program.

Students are expected to attend Pilot Prep sessions on the same days each week, regardless of whether the day is Orange, Blue, etc. When marking the choice of days, please consider other commitments.

Please CIRCLE the desired number of Pilot Prep Weekly Sessions				
Must choose a minimum of one				
Please CIRCLE the days you will attend.	Μ	т	w	Th
If playing a fall sport, please list here:				

I understand and give permission for the academic coach to:

- Have access to my child's school records, including Powerschool/Schoology data, ILP, etc., in consultation with the SJND Counselors.
- Log all contacts with my child, including a brief description of the topic(s) covered during each session.
- Share areas of concern with SJND Counselors, who may then facilitate contact with parents/guardians.

Parent/Guardian's Printed Name	Signature	Date	
Student's Printed Name	Signature	Date	
Parent Email	Parent Phone Number		



ASSIGNMENT PLAN: PURPOSE & USE

THE ASSIGNMENT PLAN

- Is a living document used as a tool to support students in building organization and other executive functioning skills related to academic success.
- It is initially drafted with the support of SJND staff (Counselor, Pilot Prep Coach, or Academic Success Coordinator/Coach (ASC)), who model skills with the student so that they can build capacity.
- It is reviewed and updated with the Counselor/ASC as needed.
- Student and ASC meet at least once per week to edit/update the Assignment Plan.
- Assignment Plans will be shared with the student's family weekly via Google Docs.
 - Student and family will have access to the document at any time.
 - ASC, however, will **re-share** the Assignment Plan document with the family weekly with notification.
 - Families and students should be reminded and encouraged to check and update the Assignment Plan document with their student weekly as well.
 - In this way, the student checks and updates the Assignment Plan twice per week with support from the SJND/Family team.
 - This twice/week communication between the team members promotes student engagement, accountability and success.



- Open Schoology and the student's Assignment Plan documentgo through both with the student, looking at the screen together.
 - DO NOT look at the Upcoming and Overdue sections (it can be inaccurate and overwhelming)
 - DO always go to GRADES section and scroll through assignments for each class.
- Use Schoology to fill in any upcoming or missing work on their Assignment Plan/Work Calendar.
- PLEASE make note of the date in the HEADING on the plan so other stakeholders (ASC/Family) will know when the plan was last updated.
- Try to facilitate the update as best as you can.
 - The goal is for the student to be able to learn the skills to do these things on their own. Provide guidance. You may want to have 2 screens or windows open, one with the Assignment Plan, and one with Schoology. One of you can use Schoology to relay assignments while the other lists them on the Assignment Plan document. As weeks progress, try not to fill it out for them. This can be frustrating and time consuming with some students, but doing all the work for them doesn't teach them any skills.
- PLEASE make note of and update the date at the top right corner of the document so other stakeholders (Counselor/ASC, Family) will know when the plan was last updated.
- Make a margin notation (using the + sign in the header) stating who met with the student to update the plan on that date.
 - For example: (updated _date_ with __name__)



ASSIGNMENT PLAN: TEMPLATE (2023-2024)

Plan For: _____

Date: _____

DAILY PLAN:

WHAT TO DO EACH DAY

Due SoonDateImage: DateImage: Date

Upcoming	Due

Monday

Tuesday

Wednesday

Thursday

Friday/Weekend



ASSESSMENT ACCOMMODATIONS

Your student has an Individual Learning Plan (ILP). Per this plan, your student is entitled to certain academic accommodations. Most students with ILPs have an accommodation for Extended Time and/or Separate Setting for assessments. Concept Cards and Technology Accommodations are also available to qualified students.

REQUESTING ASSESSMENT ACCOMMODATIONS

Separate Setting & Extended Time Accommodation

*Testing in Counseling/Library with Extended Time Accommodation

Student must email teacher, and CC Counselor on the request 2 days prior.
 Feel free to copy this template for your email request.

Dear ____Teacher's Name/Counselor's Name/Academic Success Coordinator's Name, May I please take my assessment in Counseling on _____(Day) at _____(Period)? Thank you, _____ (Your Name)

- **2.** This allows the teacher to prepare, to send the Counselor the assessment, and allows the Counselor to make sure someone is available in Counseling to proctor the assessment.
- **3.** Teachers: See further information on the following page.

Extended Time Accommodation *Testing while remaining in the classroom

- **1.** Students must **self advocate** either in person or by **email/chat** to remind the teacher that they wish to use their extended time on the upcoming assessment.
- **2.** Please CC your Counselor on the communication with your teacher.
- **3.** At least **one day's notice** is preferable.

Extended Time Accommodation (cont.)

- **3.** Automatic timer should be extended or omitted for online assessments.
 - **a.** Teachers will use the instructions below to provide an alternate online assessment without a timer or with extended time for students with that accommodation.
 - i. <u>Please click here for the instructions.</u>
- **4.** If the teacher is unable, for whatever reason, **to provide the extended time** during that class period with an appropriate environment:
 - **a.** The teacher collects the assessment.
 - **b.** The teacher communicates with the student or the student and counselor regarding arrangements, to complete the assessment at a later time.
 - **c.** Teachers may give the assessment page by page if concerned about test security.

Concept Card Accommodation *In Counseling/Library or in the classroom

- The student must **physically show** the Concept Card to the teacher **or take a photo of the card and email the image to the teacher (CC Counselor) at least one day** before the assessment.
- Teacher will sign the card indicating that it is OK to use, OR instruct the student about how to change it for acceptable use.
- Teachers should sign the card or reply to the email/screenshot to indicate approval of the card.
- Here is a link to more information and samples of Concept Cards: <u>Concept Card Information</u>

Technology Accommodations

- Speech to Text and Text to Speech options are available to students with this accommodation:
 - Counselors and the Academic Support Coordinator will coordinate with teachers to make this technology available for assessments.
 - Students using this accommodation will need to test in Counseling.

Technology Accommodations (cont.)

- Computer use for short answer or essay questions:
 - Counselors and the Academic Support Coordinator will coordinate with teachers to make this technology available for assessments.
 - Students using this accommodation may need to test in Counseling.
- Automatic timer extended or omitted for online assessments:
 - Teachers will use the instructions below to provide an alternate online assessment without a timer or with extended time for students with that accommodation.
 - Please click here for the instructions.
- Music/Headphone use during assessments:
 - Students with this accommodation may use headphones to listen to music or white/pink noise while taking an assessment.
 - Students using this accommodation will need to test in Counseling.
 - Device used for music/white noise must be placed across the room and untouched by the student during the assessment (no access to changing tracks, etc).
 - Or, must be an old-model i-pod or cassette player with no online capabilities.
- Spellcheck and/or Grammarly use on assessments is an accommodation for certain students as per their ILP.



SEPARATE SETTING ASSESSMENT ACCOMMODATIONS: FURTHER INFORMATION FOR TEACHERS

IMPORTANT: Posting Tests/Quizzes on Schoology at least 2 days ahead of time is essential to this process!

Students will be received in Counseling to take exams or quizzes only if:

- **1.** They have emailed these individuals **TWO DAYS** prior to test/quiz date:
 - a. Teacher b. CC'd Counselor c. CC'd Academic Success Coordinator
- 2. They have specified the **DATE AND PERIOD** in the email:

Dear _____, may I please take my _____ in counseling on _____ at _____ period?

- **3.** If a student asks you to take a test or quiz in counseling and the student has **NOT** done 1 and 2, above, the student must test in the **regular classroom**.
- 4. Students needing Tech related accommodations must test in Counseling.
- **5.** Students **reporting to class FIRST before coming to Counseling to test** is up to your discretion. Please communicate with the student and Counseling about your preference.

With these procedures, we can be certain to have proctors and space available so that we can maintain:

- Test security
- Distraction free environment
- Appropriate and approved extended time

You may provide exams/quizzes to us in a way that works for you:

- Sent with the student, in a sealed, signed envelope
- Placed in Counselor's or the Academic Support Coordinator's box across from the Business Office in San Jose Hall
- Emailed to us to print here in Counseling



SJND FOUR YEAR PLAN

Student Four Year Plan

- This document (see following page) serves as a guide/map to help each SJND student plan their coursework to ensure eligibility for graduation and college.
- Near the end of Quarter 1, Counselors meet with all 9th graders through Counselors In the Classroom (CIC) sessions to introduce and begin work on individual Four Year Plans.
- Students and Families will have editing access to the student's individual Four Year Plan Document and families are encouraged to work on it together.
- Counselors revisit the Four Year Plan with 10th graders via a CIC session.
- Students and Counselors use the Four Year Plan each year to plan courses for the next.
- Four Year Plans help students prepare for:
 - Course and grade prerequisites
 - You may need to take a certain course first
 - You may need to aim for a certain grade in your courses this year
 - Planning to take Honors or AP courses
 - Submitting your yearly course request form

Course Requirements (for SJND and Colleges)

Subject Area	SJND Graduation Requirement	A-G Minimum Requirement	Recommended for UC, Private & Selective Colleges
History/Social Science (a)	3 years	2 years	3 years
English (b)	4 years	4 years	4 years
Mathematics (c)	3 years	3 years	4 years
Science (d)	3 years	2 years	3+ years
Language Other than English (e)	2 years	2 years	3+ years
Visual & Performing Arts(f)	2 years	1 year	Depends on college
College Prep Electives (g)	Selectives (50 units)	1 year	Depends on college
Theology	4 years	None	None

Four-Year Plan for: <<First>> <<Last>> Revision Date: <<TODAY>>



(*Optional) <u>I plan on completing:</u>

- the Project Lead the Way Biomedical Science Program
- the <u>SJND Engineering Pathway</u>

A - G Area	Subject SJND Requirement	9th	10th	11th	12th
A	History / Social Science 30 units / 3 Years Units per Year:	N/A			
В	English 40 units / 4 years				
с	Units per Year: Mathematics 30 units / 3 years		e Summer leration:		
D	Units per Year: Science 30 units / 3 years				
E	Units per Year: Language 20 units / 2 years				
	Units per Year: Visual and Performing Arts				
F	(VAPA) 20 units / 2 years Units per Year:				
G	Electives				
Most are A-G electives . See	Units per Year: Theology 40 units / 4 years	Faith, Culture, & Justice	Hebrew Scriptures & Christian Scriptures	Christian Morality & FSJ	Faith in Action &
pg.2	Units per Year: P.E. 10 units / 1 year	10	10	10	10
TOTA	Units per Year:				
	L Units per Year must equal 70):	70	70	70	70
	Alternates hoices are not possible)	not applicable		- - -	-

Please refer to the following course list to help you in completing your Four-Year Plan; however, you should consult the Course Catalog for specific course details such as course descriptions and prerequisites.

Social Science Required: 3 years

- World History AP World History U.S. History AP United States History American Government
- AP American Government
- Economics
- Ethnic Studies
- Patterns of History

English Required: 4 years

English 9: Coming of Age Studies
Honors English 9: Coming of Age Studies
English 10: Cultural Perspectives and Identity
Honors English 10: Cultural Perspectives and Identity
English 11: The American Dream
AP English Language and Composition
AP English Literature and Composition
English 12: Literature as Social Commentary
English 12: Critically Reading Graphic Novels
English 12: World Mythology
Creative Writing
AP Seminar
AP Research

Mathematics Required: 3 years (A-G 4 recommended)

Algebra 1 Geometry Honors Geometry Algebra 2 Honors Algebra 2/Trigonometry Math Analysis Probability and Statistics Probability and Statistics Accounting (PENDING A-G AREA C APPROVAL) Accounting (PENDING A-G AREA C APPROVAL) Pre-Calculus Honors Pre-Calculus AP Statistics AP Calculus AB AP Calculus BC

Science Required: 3 years

- Principles of the Biomedical Sciences Biology * Honors Biology Chemistry * Honors Chemistry **Conceptual Physics** AP Biology AP Physics 1 AP Environmental Science (APES) AP Chemistry Honors Human Body Systems (HBS) Honors Medical Interventions (MI) Honors Biomedical Innovation (BI) Bay Area Marine Ecology (BAME) Astronomy Forensic Science Intro to Computer Science and Programming
- Engineering Principles: Research, Design, & Build
 AP Computer Science A (A-G Area B. Mathematics)

Physical Education Required: 1 year

- Introduction to Physical Education
- Health and Wellness Seminar
- Introduction to Weight Training
- Advanced P.E.: Lifetime Fitness
- Advanced P.E.: Lifetime Sports
- Advanced P.E.: Weight Training

Theology Required: 4 years

Faith, Culture and Justice Hebrew Scriptures Christian Scriptures Foundations of Social Justice Faith in Action World Religions Religious Themes in Film and Literature Women in Scripture

Language Required: 2 years (A-G 3 recommended)

American Sign Language (ASL) 1 French 1 Honors French 2 / French 2 Honors French 3 / French 3 AP French Language and Culture Spanish 1 Honors Spanish 2 / Spanish 2 Honors Spanish 3 / Spanish 3 AP Spanish Language and Culture Mandarin 1 Mandarin 2 Mandarin 3 Honors Mandarin 4 Introduction to ASL & Deaf Culture

VAPA Required: 2 years

Concert Band 1 / 2 Symphonic Band 1 * Honors Symphonic Band 2 / 3 / 4 Percussion Ensemble 1 * Honors Percussion Ensemble 2 / 3 Ensemble Workshop (Zero-Period; 2.5 units per semester) Music Appreciation Mixed Concert Choir 1 / 2 Honors Mixed Concert Choir 3 / 4 Art 1: Visual Expression Art 2: Drawing Art 2: Painting Art 2: Photography Art 2: Digital Illustration and Design Art 3: Advanced Photography & Motion Art Honors Art: Pre-AP Portfolio Workshop Honors Art: Senior Portfolio * AP Studio Art Musical Theater 1 **Musical Theater 2** Honors Musical Theater 3 * Honors Theater: Play Production

Multidisciplinary

Publication Workshop
 Tustructional Leadership
 Leadership Workshop
 Philanthropy and Marketing Leadership

Courses bolded are UC approved <u>electives</u> (Area G). For example: Creative Writing is not a UC approved English course.

Semester-long course (5 units)

 AP/Honors courses require an additional selective process including specific prerequisites.

† Course is not UC approved; cannot meet UC/CSU requirements

For more information about the requirements for UC and CSU systems, in addition to admissions requirements for private universities, please refer to the university website or speak with the college counselor.



AP & HONORS COURSE INFORMATION (2023-2024)

IN JANUARY:

- Pay attention to the Daily Bulletin and the Flight Plan for information about the AP/HONORS INFORMATION MEETING.
- You must attend that meeting in order to know how to sign up for AP/Honors courses for the next school year.
- This information is also located here: <u>Schoology > Student Resources</u> > Academics > Course Request Process.
- Please read the <u>AP/Honors Information Sheet</u> very carefully.
 - Check EACH course you may be interested in for:
 - Prerequisites- do you have the grades to qualify?
 - Placement Exams- do you need to take a placement exam?
 - When is each placement exam?
 - How do I sign up for each exam?
- Read the description of any classes you are interested in on the <u>AP/Honors Course Offerings 2023-2024 document</u>.
- Make an appointment with your counselor if you have more questions.

BY DATE: TBD

- 1. You need to sign up for ANY AP or Honors class you are considering taking next year.
- 2. The Sign-Up links are in the Schoology folder. Or use this <u>link</u> and scroll to the bottom to click on each department sign-up sheet.
- 3. If you do not sign up by this due date, you will not be considered for that AP/Honors class.



THE COLLEGE BOARD: SAT/ AP/ ACT ACCOMMODATIONS

We acknowledge that the University of California and CSU systems no longer require nor accept standardized testing scores, and many colleges in the United States have a "test optional" policy for the purpose of admissions. While the merits and accuracy of standardized testing are currently being debated, we will continue to request standardized testing accommodations for our students with ILPs, if we receive consent from a parent/guardian.

The Learning Services Counselor and the Academic Support Coordinator will submit these requests to The College Board and ACT for any student with an ILP who completes and submits the consent forms.

These requests are submitted each year for all 9th grade/transfer students with ILPs.

If accommodations are approved by The College Board and/or ACT, the approval extends through 12th grade and into college.

- Please see consent form for accommodations for The College Board/SAT (following page).
- Please see consent form for accommodations for ACT (following page).
- If you wish your child to receive officially approved accommodations for these exams, please complete and submit (electronic or hard copy) to the Counseling Department Administrative Assistant.
- You may choose to submit both, one or neither form(s).
- The SJND Counseling Department will not request accommodations for your child if we do not receive the completed form(s) by October 31st.

If your college plans require or recommend that you take the exams, SJND recommends taking each exam once in the spring of 11th grade.

Then, choose the exam with your highest score, and take that exam once more the summer before, or fall of, your 12th grade year.



CONSENT TO RELEASE INFORMATION TO ACT FORM



*Please click <u>here</u> to access these forms.

COLLEGE BOARD: CONSENT FORM FOR ACCOMMODATIONS REQUEST



*Please click <u>here</u> to access this form.



SJND COLLEGE COUNSELING RESOURCES FOR STUDENTS WITH ILPS

WHAT TO CONSIDER:

- All colleges in the U.S. are required to have a disabilities office to accommodate students' different needs. The level of support services and structure varies between each school.
- Examples of services may include: regular meetings with a counselor, extra tutoring support, reduced course load, transitional summer programs, specialty workshops and on-campus learning specialists.
- Structured programs may require additional fees on top of tuition.
- As you research colleges, take note of the available accommodations and services.
- Once you've decided on your final college during spring of senior year, reach out to the school's disabilities office to make a human connection and share your latest IEP, assessment report or ILP.
 - Families should do this before school begins.
 - Students should know the proper procedures for requesting accommodations from professors, receiving notes from the note-taking service and asking for other necessary support tools.
 - If psychological and counseling services are an anticipated need, families should connect with the college so students understand how to navigate the clinics, support groups and clinicians they may need in the future. Students can explain their mental health history and concerns to learn which support structures would be best in particular circumstances.
- While it is essential for parents/guardians to understand the systems and structures in order to support their students, it is important to know the Family Educational Rights and Privacy Act (FERPA) gives students control of their educational records once they enter a postsecondary institution. Parents/guardians do not have automatic access to a student's information.

RESOURCES:

*Click the <u>blue, underlined</u> text to access links to resources.

- <u>Students with Disabilities Preparing for Post-secondary Education: Know</u> <u>Your Rights and Responsibilities</u> (U.S. Department of Education)
- <u>Rights and Responsibilities of College Students with Learning Disabilities</u> (LD) (Learning Disabilities Association of America)
- <u>Essential Tips For Students with Learning Differences When Applying to</u> <u>College</u> (The College Essay Guy)
- <u>CollegeWebLD</u>

EXAMPLES OF COLLEGES WITH SUPPORT PROGRAMS:

College	Location	Description
<u>Adelphi University</u>	Garden City, NY	<u>Learning Resource Program</u> <u>Bridges to Adelphi</u>
<u>American University</u>	Washington, DC	<u>Learning Services Program</u>
<u>Beacon College</u>	Leesburg, FL	<u>Center for Student Success</u> Beacon is the first accredited college offering four year degrees designed around the needs of students with diagnosed learning disabilities.

College	Location	Description
<u>California State</u> <u>University (CSU)</u>	All campuses	Every CSU campus has services to support students with certifiable disabilities.
<u>Curry College</u>	Milton, MA	<u>Program for Advancement</u> <u>of Learning</u>
<u>Fairleigh Dickinson</u> <u>University</u>	Teaneck, NJ	<u>Regional Center for</u> <u>Learning Disabilities</u>
<u>DePaul University</u>	Chicago, IL	Center for Students with Disabilities
<u>Hofstra University</u>	Hempstead, NY	<u>Program for Academic</u> <u>Learning Skills</u>
<u>Landmark College</u>	Putney, VT	*Landmark College is exclusively for students who learn differently, including students with a learning disability (such as dyslexia), ADHD, or autism spectrum disorder (ASD).
<u>Lynn University</u>	Boca Raton, FL	<u>Institute for Achievement</u> <u>and Learning</u>
<u>Marist College</u>	Poughkeepsie, NY	Learning Support Program
<u>Mercyhurst University</u>	Erie, PA	<u>Autism Initiative at Mercyhurst</u> <u>Learning Differences Program</u>
<u>Mitchell College</u>	New London, CT	<u>Bentsen Learning Center</u>
<u>Northeastern University</u>	Boston, MA	<u>Learning Disabilities Program</u>

College	Location	Description
<u>Southern Oregon</u> <u>University</u>	Ashland, OR	<u>University Coaching and</u> <u>Academic Mentoring (UCAM)</u>
<u>University of Arizona</u>	Tucson, AZ	<u>Strategic Alternative Learning</u> <u>Techniques (SALT) Center</u>
<u>University of California</u> <u>(UC)</u>	All campuses	Each campus has an office that coordinates a variety of services for students.
<u>University of</u> <u>Connecticut</u>	Storrs, CT	Beyond Access
<u>University of Denver</u>	Denver, CO	Learning Effectiveness Program
<u>University of Iowa</u>	Iowa City, IA	<u>REACH (Realizing Educational</u> and Career Hopes)
<u>Ursuline College</u>	Pepper Pike, OH	<u>FOCUS Program</u>



CONNECT WITH YOUR COLLEGE: STUDENTS WITH ILPS

Make a Human Connection:

If you have not done so already, please make time to call or visit the Learning Disabilities Center at your child's new college campus.

- Find it on the college website (They use "Disabilities" because they serve those with physical disabilities as well).
- Take note of what accommodations and services are available to your child.
- Make sure your child makes a human connection with someone in the Disability/Accessibility office, so that there will be a familiar face to go to for help and to advocate for what your child needs.
- Please do this **before** school begins so that the relationship and understanding is established before any possible issues arise.
- Share your child's latest IEP/Assessment Report or our SJND ILP- Individual Learning Plan (If you need a copy, please let the Learning Services Counselor know).
- Make sure your child knows the proper procedure for:
 - Asking for and receiving accommodations from professors.
 - Signing up for and receiving class notes via note taking service for students with documented LDs.

If Psychological/Counseling Services are an anticipated need:

- Again, search the college website to find what is available.
- Make a human connection with staff- both you and your child should make this connection.
 - Your child can navigate the different clinics, support groups, clinicians which may be helpful in future.
 - Your child can explain his/her mental health history/concerns and learn which supports would be best in particular circumstances.
 - As a parent, you know how the system works, if for any reason, you need to assist, or act on your child's behalf, along the way.

The first year of college is difficult. It is exciting and fun, yes! But it is also a huge change- academically, socially, emotionally. Your child will likely struggle from time to time. Please remind them that:

- The struggle is normal and much more common than anyone lets on.
- There are services available on campus to help them through. Encourage them to self-advocate, connect, and be persistent if at first they get the runaround.



PREPARING STUDENTS WITH LEARNING DIFFERENCES FOR COLLEGE.

Learning Services, Counseling Department SJND

LINKS TO COLLEGE DISABILITY SERVICES WEB PAGES:

Colorado State University Disability Services

SDSU Student Ability Success Center

University of Hartford Accessibility Center

San Jose State University Accessibility Center

Diablo Valley College Disability Support Services

Pomona Pitzer Accessibility Services Pomona Pitzer Services

College of Marin Accessibility Services

<u>CSU Channel Islands Disability and Support</u> <u>Services</u>

University of Nevada Reno Disability Services

<u>City College of San Francisco Disability Support</u> <u>Services</u>

University of Oregon Accessible Education Center

HELPFUL ARTICLES & LISTS:

7 Things to Know About College Disability Services

Navigating the Transition To College

<u>Self Advocacy for College Students</u> <u>Types of Accommodations Offered in College</u>

<u>Preparing kids with ADHD for College</u> <u>Roommates</u>

Yale Center, Advice for the College Student

Life After High School

Transition to College- Social Emotional

<u>https://ldaamerica.org/info/rights-and-</u> <u>responsibilities-of-college-students-with-</u> <u>learning-disabilities-ld/</u>

https://www2.ed.gov/about/offices/list/ocr/tr ansition.html



SUMMER REMINDERS: 9TH-12TH GRADE STUDENTS WITH ILPS

1. Summer Assignments:

Please make sure your summer reading and summer assignments are complete before returning for your first academic school day.

Schoology> Student Resources> Academics> Summer Assignments

2. I.L.P. (Individual Learning Plan): The ILP we created for you as a 9th Grader will continue to be active each year you attend SJND.

- a. Your Counselor will revisit your ILP with your teachers and remind them of your strengths, challenges and approved accommodations.
- b. You should have a copy of your ILP. If you need a new copy please email your Counselor and the CC the Academic Support Coordinator.
- c. If you would like to make any additions or changes to your ILP, please contact your Counselor.

3. Schedules:

If you wish to make a schedule change, please fill out a Schedule Change Request form first. <u>Schedule Change Request Form</u>

4. Pilot Prep Reminder:

Pilot Prep begins the second week of school and runs M, T, W and TH from 3:20 - 4:40 PM in the Study Center.

- a. Any SJND Student (9th-12th) is welcome to attend any, or all, Pilot Prep sessions.
- b. 9th grade students with Individual Learning Plans must attend a minimum of one Pilot Prep after-school session per week for Semester 1. After Semester 1, Pilot Prep is always available to students but is no longer required.
- c. 10th, 11th and 12th grade students, attendance is optional, but recommended.
- d. Students participating in Assignment Plan Check-Ins during after-school hours must attend a minimum of one Pilot Prep after-school session per week.
- 5. Read.
- 6. Move your body.
- 7. Rest.
- 8. Have Fun.



REFERRALS FOR OUTSIDE COUNSELING RESOURCES, EDUCATIONAL ASSESSMENTS, TUTORING/ACADEMIC COACHES

*The **red text** indicates individuals/organizations SJND has experience working with in the past.

Referrals for Counseling:

- 1. Audrina Smith, M.A, LMFT <u>www.therapywithaudrinasmith.com</u>, <u>Therapy.with.AudrinaSmith@gmail.com</u>, 510-877-0711
- 2. Marel Grunt, LMFT relational approach and Cognitive Behavioral Therapy, Office in Alameda, <u>marelgruntmft@gmail.com</u>
- 3. Michael A. Tompkins San Francisco Bay Area Center for Cognitive Therapy. http://sfbacct.com/about-us-our-psychologists/michael-a-tompkins/
- 4. Madeleine Lansky, M.D. <u>https://madeleinelanskymd.com/</u>, 350 Parnassus Avenue, Suite 601, San Francisco, CA 94117, US, 415-820-3242
- 5. Dr. Laura Rainville, PsyD Psychologist specializing in Cognitive Behavioral Therapy, <u>https://www.psychologytoday.com/us/therapists/laura-rainville-</u> <u>berkeley-ca/254374</u>
- 6. Erika Masak-Goldman, LMFT 5655 College Ave, Oakland, CA 94618, (510) 469-4691, <u>https://www.emgoldman.com/</u>
- 7. Michael Torres, P.h.D. <u>www.drmichaeltorres.net</u>, Alameda, 510-910-2640
- 8.East Bay Center for Anxiety Relief <u>https://eastbayanxiety.com</u>
- 9. Sharon Smith, LMFT specializes in Cognitive Behavioral Therapy for adolescents and adults, Oakland, <u>http://sfsmith-mft.com</u>
- 10. Joshua Wilson, PsyD, LMFT Pediatric and Adult Psychotherapist, Moraga, https://www.docjoshwilson.com/
- 11. Nicole Gwire, LMFT, LPCC <u>http://www.nicolegwire.com/contact/</u> 2233 Santa Clara Avenue, Ste. 2, Alameda, 94501, 555 Junipero Serra Blvd., San Francisco, 94127
- 12.Amy Hester, MFT <u>amyhestermft@gmail.com</u>, works in same office as Marel Grunt.

Referrals for Counseling (cont.):

13. California Counseling Associates – (Panel has several therapists – see website for bios on each), 510-521-3500, <u>https://www.alamedacca.com/ 1242,</u> Park Street, Alameda

14. Michael Gelbart MSW – 510-357-2527 San Leandro (JS)

15. Dr. Maria Christina Stewart – Specializes in treating eating disorders, anxiety, depression in teens and adults, <u>http://www.drmariachristina.com</u>/

16. Ben Goldstone – 510-882-2100, Rockridge/Oakland, <u>www.bengoldstone.com</u>

17. Laura Soble, MFT – 510-527-1501, laurasoblemft@gmail.com

18. Amy Cheifetz, MSW – Psycho-Social Educational Consultant,

acheifetzmsw@gmail.com, Can travel to your homel 510-207-2995

19. Deborah Ronay, Psy. D. Children, Adults, Families – EMDR 510-473-7479,

<u>www.drdeborahronay.com</u>, Specializes in EMDR- Empirically Validated Treatment, located in Alameda

20. Shana Abraham, MA, CEP - Founder of Prepare To Bloom, a treatment consulting firm located in the Bay Area devoted to helping families locally, nationally and internationally to make good therapeutic and educational choices, 650-888-4575, <u>https://www.preparetobloom.com/</u>

21. Kaiser Oakland – Willows in the Wind: Resource/Group for Parents with stressed /troubled teenagers

22. Mar Ortmann, LCSW – 510-878-6537, 2245 Santa Clara Avenue, Alameda 23. Kelly Sharp, MFT – 510-214-6671, Alameda

24. Elizabeth Dandanell, MFT – Specializes in Anxiety, Alameda, 510-748-0637, http://www.edandenell.com/

25. Heather Ayers-Cluff, LCSW – 415-320-8590, Specializes in working with teens, <u>heather@trailblazertherapyinfo.com</u>, website <u>www.trailblazertherapyinfo.com</u>

26. The Bodin Group – solutions for emotional problems, drug and alcohol issues, and complex learning challenges, <u>http://thebodingroup.com/</u>, [offers internet/tech addiction services]

27. reSTART – Live-in treatment for tech addiction when other treatments have failed, reStart <u>Brochure</u>

28. Paradigm San Francisco – Anxiety, depression, and addiction treatment

29. Bay Area Clinical Associates – sliding scale therapy and psychiatric services, Oakland, <u>https://www.baca.org/</u>

<u>30</u>. Bay Area Center for OCD and Anxiety – <u>https://bayareaocd.com/cbt-therapy-</u> <u>east-bay</u>

Referrals for Counseling (cont.):

31. Brighter Beginnings in Oakland – provides mental health services for adolescents, 510-437-8950

32. Hively – <u>https://behively.org/mental-health-services/</u>, San Leandro, may also provide these services, 510-483-6715

33. CHAA (Community Health for Asian Americans) may also provide these services, 510-835-2777

34. ACCESS – The Countywide Mental Health & Substance Abuse Information Screening Referral service and can assist with Clinician referrals, 800-491-9099

Educational Assessments:

- 1.Dr. Diane Kosters, Ph.D. licensed psychologist; neuropsychological/psychoeducational assessment, 925-946-9660
- 2. Dr. Jack Davis, Ph.D. licensed psychologist; Chair, Professor, Department of Educational Psychology, Cal State East Bay; neuropsychological/psychoeducational assessment, 510-693-8439
- 3. Joan F. Schwartz, Ph.D. Licensed Psychologist, 2955 Shattuck Avenue, Berkeley, 94705, 510-845-9355
- 4. Zoe Collins PSY.D. assessment and consultation, 5665 College Avenue, Oakland 94618, 510-900-9403
- 5.M. Alex Peterson 614 Grand Avenue, Suite 326, Oakland, 94610, 510-531-0500
- 6.Carina Grandinson, Ph.D. 510-704-1820, Berkeley
- 7.Kristin Gross, Ph.D., ABPdN https://www.childassessment.org/
- 8.Sumana Kaipa, PsyD <u>http://www.drkaipa.com/home.html</u>

Tutors/Academic Coaches:

- 1. Student Organizational Services Coaching and workshops for writing, organization, study skills. Very good reputation, long time connection to Bishop O'Dowd community, <u>https://www.sos4students.com/</u>
- 2. www.carlaswritingspace.com or 510-847-3789
- 3. Literacy Access + Ivy's email address ivy@ivysandz.com
- 4. MicheleAdamsonET@gmail.com, phone number: 510-666-5785
- 5.Arne Wagner <u>arne.d.wagner@gmail.com</u>, cell number: 510-334-7239 or home number: 510-531-0471. Bonus: Math Tutor up to Calculus and Statistics.

Tutors/Academic Coaches (cont.)

6. Michael Theurkauf – Educational Therapist, 510-604-1466,

<u>mtheurkauf@yahoo.com</u>, <u>https://bayareaparentandchild.com/about/</u>, Very experienced with students who have learning differences.

7. Matt Sharpnack – 510-913-3652, (approximately \$40/hour), tutors in many subjects and does academic coaching.

8. Min Tun – 925-200-0288, <u>twotunsofmin@gmail.com</u>, Biology, History and limited Math: Algebra 2, Academic coaching (approximately \$40/hour)

9. Paul the Tutor – 510-730-0390, https://www.paulthetutors.com/_____

10. Study Smarter – <u>https://www.studysmarter.com/</u>, Call Joel or Emily at

510-350-8444, SAT prep and "homework helpers" who can come to your house.

11. Eva Strohm Marlatt, EdD – Academic Coaching and Educational Consulting, 510-717-0775

Ashley Coburn, PsyD – 510-384-6069, Therapist and Educational Therapist
 Gretchen Wegner – Academic Coach, <u>www.gretchenwegner.com</u>,
 510-852-1551

14. <u>www.Wyzant.com</u> – An online resource for tutoring for any subject. Based on subject and your location they have a thorough list of tutors with Bios/photos.

15. Ryan Meyer/Natalie Meyer – 510-589-1344 / work 310-367-2809, SAT/ACT tutoring prep. and content tutoring in various subjects, 1190 Park Street #1
16. Aspire Education Project – (510)658-7500, <u>www.aspireeducation.org</u>, this organization offers a variety of content tutors for any subject, including:

Math, Physics, Biology, Chemistry, Writing, History, Foreign Languages
 17. Tutor Corps Foundation – Bay Area in home tutoring in all subjects,

http://www.tutorcorps.com/services_subjects.html

18. Grade Potential Tutoring - 510-900-9842,

www.gradepotentialtutoring.com/east-bay-ca-tutoring

- Alex: (510-725-2531), Algebra and Spanish
- Dawn: (510-725-2785), Biology and English
- Lenny: (Leonard Lupin), lupified@gmail.com, AP Chemistry

19. Professor Ha Tutoring Center

20. Bay Area Tutoring Centers

Tutors/Academic Coaches (cont.)

21. Tessa Eckenfelder – Credentialed science teacher - tutors in AP Chem & AP Bio, tessa.eckenfelder@gmail.com, 925-324-0058
22. Lexy Piccinini – Educational Therapist and former academic coach SJND Pilot Prep, 831-521-9425, alexandria.piccinini@gmail.com
23. Charles Twitchell – Alameda, Math, ADHD https://www.wyzant.com/match/tutor/85235195
24. Harrison Sims, SJND '20 – hsims112701@gmail.com, any subject academic tutoring; very strong in AP Chem, Physics, AP Calc, AP Lang/Lit
25. Emily Stehr, SJND '17 – emilyjstehr@gmail.com, Dartmouth College Graduate and SJND Pilot Prep coach (\$30-40/hr)
26. Michael Litzky – "Friendly Math and Science Tutor," https://tamethemathdemon.com/.
27. Miko Sidzinski, SJND '21 – msidzinski21@sind.org, 510-631-552, Math

(up to Calc AB), Chemistry, Biology, English, AP World History