

Program Guide 2025–26

Contents

3	Accessibility Features
4	Department Mission
5	Department Team
6	Continuum of Services
7	Child Find
11	Inclusive Services through the Resource Specialist Program
12	Mild-Moderate Programs
14	Moderate Programs
15	Moderate-Extensive Programs
17	Mental Health Enriched Programs (MHP)
18	Deaf-Hard of Hearing Self-Contained Program (DHH SCP)
19	Programs for Students with Visual Impairments
20	Infant and Young Adult Services
21	Psychological and Social Work Services
22	Related & Support Services
24	Related Service and Supports Teams
24	Career Transition Services
27	Appendix A: Specialized Programs by Site
30	Appendix B: Common Acronyms

Accessibility Features

A number of embedded accessibility features to help our community access the content in this document, and we have prepared an audio companion for anyone who would benefit from having the content read aloud.

To increase the size of the text:

- On a mobile phone or tablet, place two fingers on the screen and move them out toward the corners of the screen to enlarge.
- On a Mac computer, use the Command key and the plus sign key to zoom in
- On a PC, use the Control key and the plus sign to zoom in

Language Accessibility:

- [Click here to access this guide in Spanish](#)
- [Click here to access this guide in Simplified Chinese](#)
- [Click here to access this guide in Arabic](#)



To listen instead of reading:

Click on the audio icon for each section to open an audio file that reads the content aloud. This is available for most sections.

Department Mission

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



OUSD provides services for students with a wide range of disabilities from birth through age 21. All OUSD schools offer speech and resource services, which serves the majority of students receiving special education services. Additionally, the full continuum of specialized programs is offered within the district across various school sites. Although not every school is able to offer every single special education program, we strive to distribute programs across the different regions of Oakland. Use this program guide to learn more about the OUSD special education department programs and services.

Department Team

Superintendent of Schools: Kyla Johnson-Trammell

Chief Academic Officer: Sondra Aguilera

Executive Director of Special Education: Jenn Blake (jennifer.blake@ousd.org)

Special Education Leaders

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

Special Education Directors and Coordinators:

- Elementary Director: Micaela Reinstein (micaela.reinstein@ousd.org)
- Elementary Coordinator: Liana Nelson-Smith (liana.nelson@ousd.org)
- Middle School Director: Cary Kaufman (cary.kaufman@ousd.org)
- High School Director: Stephen Raser (stephen.raser@ousd.org)
- Secondary Coordinator: Bianca D'Allesandro (bianca.dallesandro@ousd.org)
- Young Adult Director: David Cammarata (david.cammarata@ousd.org)
- Early Childhood Director: Theresa Lozach (theresa.lozach@ousd.org)
- Psychological and Mental Health Services: Stacey Lindsay (stacey.lindsay@ousd.org)
- Related Services Director: Anne Zarnowiecki (anne.zarnowiecki@ousd.org)
- SELPA Director (Charter, NPS, Private): Rain Johnson (rain.johnson@ousd.org)
- IEP Quality Program Manager: Peggy Forbes (peggy.forbes@ousd.org)
- Disability Access Coordinator: Aruna Subramanian (aruna.sokol@ousd.org)

Special Education Teachers on Special Assignment

[Our TSAs are experienced Special Educators](#) who provide oversight, professional development and support to our Special Education programs. They provide coaching and consultation to special education teachers, and support site teams and families with questions or concerns about Special Education programs.

If you are unsure of the best person to contact with your Special Education inquiry or concern, please feel free to email specialeducation@ousd.org, and we will route your message to the appropriate party.



Continuum of Services

Resource Specialist Program (RSP)

Students receiving support through the Resource Specialist Program have mild-moderate needs and spend most or all of their day in a general education classroom setting. Students may receive direct services in a general education class (“push in”) or be “pulled out” for small portions of their instructional time for small-group intervention.

Self-Contained Programs (SCP)

In OUSD, we have mild-moderate, moderate, and extensive support needs self-contained programs across each region of the city. These are small-group, separate classrooms where students spend most of their day receiving specialized instruction. Students integrate into general education per IEP team agreement.

Nonpublic Setting (NPS)

NPS settings are designed for students with the most significant disability impacts to receive services in a highly specialized instructional environment. NPSs remove students from typically-developing peers completely and are designed to be limited-term placements to stabilize behaviors or mental health needs such that students can return to a public campus.

Remote, Home or Hospital Instruction

A very small number of students require instruction outside of any school setting. This level of service involves Special Education staff working with a student in a virtual modality or individually in a home or hospital. Like a NPS placement, these services are typically limited-term.



Child Find

In accordance with the requirements of the Individuals with Disabilities Education Act (IDEA), Oakland Unified School District must identify, locate, evaluate children who are residents of Oakland from birth through age 21 who have a suspected physical, mental, communicative, or emotional disability. This obligation is known as “Child Find.” Information provided by families and agencies supporting children within the local community will be utilized to support the District’s goal of ensuring a Free, Appropriate Public Education for all children who live in the District’s boundaries.

Information provided relative to a child will be utilized in accordance with the Family Educational Rights and Privacy Act (FERPA). Parents/Educational Rights Holders are guaranteed access to inspect and ensure the accuracy of any educational records the District maintains relative to your child.

If you suspect a child that your child or a child you know may have a disability that requires Special Education services, please contact the district’s Child Find facilitators at:

- **Early Childhood ages 3-5:** Silvia Nuno, (510) 879-5004, silvia.nuno@ousd.org
- **All Other Students ages 6-21:** Peggy Forbes, (510) 879-5003, peggy.forbes@ousd.org

The Child Find facilitators work to ensure that the appropriate procedures from the start of an evaluation to its conclusion are followed in a way that adheres to state and federal laws. Upon receiving information about a child who may require special education, the facilitators will review the information and determine whether a special education evaluation is required. More information specific to the steps involved in the Special Education process will be explained at that time, and the parent/educational rights holder for the child will receive a copy and explanation of the Procedural Safeguards, which is a document that explains the rights and protections associated with Special Education evaluation and services.



How do I know my child’s program type?

You can use your child’s current IEP to determine the types of services. Below is a sample service from the **Services**

Service: <i>Specialized Academic Instruction</i>	Start Date: <i>5/31/2020</i>	End Date: <i>5/13/2021</i>
Provider: <i>District of Service</i>	<input type="checkbox"/> <i>Ind</i> <input checked="" type="checkbox"/> <i>Grp</i> <input type="checkbox"/> <i>Sec Transition</i>	
Duration/Freq: <i>200 min x 1 Totaling: 200 min served Weekly</i>	Location: <i>Regular classroom/public day school</i>	
Comments: <i>Student will receive 200 mins of weekly push in services by RSP and/or para professional</i>		

During an IEP meeting, the IEP team should review present level data and identify your child’s areas of need that require goals. Based on the needs and goals, the team should walk through the expectations and demands of each part of the general instructional program and discuss whether your child’s goals can be implemented in general education with extra support or if they must be provided in a separate, special education setting. **The team should consider all educationally-related needs arising from the disability,** which may include academic, functional, motor, communication or social-emotional and behavioral needs.

How does my child’s FAPE impact my school choices?

OUSD strives to ensure as many children as possible can attend the school they would attend if they did not have an IEP. Many students with mild-moderate special needs can attend their neighborhood school or a school their siblings already attend. **Some students have more extensive needs that require specialized physical space or specific staff.** In those cases, the district is required to select a school that is prepared to implement your child’s IEP and ensure a FAPE.

We recognize that this process can be confusing for families and students, so transition IEP meetings are always a good step to walk through our placement policies. In addition, completing the general education family options form as soon as you can and letting your preferences be known to your child's teacher and team are important so we can consider your feedback whenever possible.

If your child requires a primarily self-contained program and/or has extensive support needs, there are a smaller number of schools that have the setting and staff to ensure a FAPE. Your child's team will discuss the possible school settings that can ensure a FAPE for your child, and you can always reference our Program Guide to learn more about the Special Education services at each OUSD campus.



Curriculum

We are happy to offer evidence-based curriculum that is specific to the diverse needs of our Special Education programs. Mild-Moderate, Mental Health, and Resource Specialist programs align to grade-level appropriate Common Core State Standards, while Moderate and Extensive Support Needs programs use modified curricula that focus on more functional, daily living, and transition skills. All programs have access to supplementary materials to assist with emotional, motor, or sensory needs.

Moderate & Moderate/Extensive Support Needs Programs

Grade Level Band	Core Curriculum (Must Use)	Supplemental Curriculum (May Use)
K-5	<ul style="list-style-type: none"> • Teachtown 	<ul style="list-style-type: none"> • SPIRE/Sounds Sensible • *Shoebox Tasks to be used for TEACCH stations • SymbolStyx
6-8	<ul style="list-style-type: none"> • Teachtown 	<ul style="list-style-type: none"> • SPIRE/Sounds Sensible • *Shoebox Tasks to be used for TEACCH stations
9-12	<ul style="list-style-type: none"> • Teachtown 	<ul style="list-style-type: none"> • SPIRE/Sounds Sensible • *Shoebox Tasks to be used for TEACCH stations

Mild/Moderate & Mental Health

Grade Level Band	Core Curriculum (Must Use)	Supplemental Curriculum (May Use)
K-5	<ul style="list-style-type: none"> • K-2: TouchMath • 3-5: vMath • SPIRE/Sounds Sensible (For students with Basic Reading goals) 	<ul style="list-style-type: none"> • General Education Core Curriculum • Kimochis
6-8	<ul style="list-style-type: none"> • vMath • SPIRE (For students with Basic Reading goals) 	<ul style="list-style-type: none"> • Social Thinking Materials
9-12	<ul style="list-style-type: none"> • Gen Ed Core Curriculum 	<ul style="list-style-type: none"> • IXL • Social Thinking Materials • Positive Action SEL curriculum • Language Live! ELA curriculum • TransMath math curriculum

Resource Specialist Program

Grade Level Band	Core Curriculum (Must Use)	Supplemental Curriculum (May Use)
K-5	<ul style="list-style-type: none"> • Gen Ed Core Curriculum • SPIRE (For students with Basic Reading goals) 	<ul style="list-style-type: none"> • Social Thinking Materials • TouchMath • Amira Reading Assistant
6-8	<ul style="list-style-type: none"> • Gen Ed Core Curriculum • SPIRE (For students with Basic Reading goals) 	<ul style="list-style-type: none"> • TouchMath • Social Thinking Materials • Amira Reading Assistant
9-12	<ul style="list-style-type: none"> • Gen Ed Core Curriculum • Oneder, Ori Learning 	<ul style="list-style-type: none"> • Social Thinking Materials

Early Childhood Education

Grade Level Band	Core Curriculum (Must Use)	Supplemental Curriculum (May Use)
ECE	<ul style="list-style-type: none"> • Creative Curriculum • Kimochis 	<ul style="list-style-type: none"> • Sounds Sensible • TouchMath • *Shoebox Tasks to be used for TEACCH stations for ESN classes

Speech Language Pathologist

Grade Level Band	Core Curriculum (Must Use)	Supplemental Curriculum (May Use)
ECE-YA	<ul style="list-style-type: none"> • Therapy sessions should connect with the Gen Ed Core Curriculum and • Special Education Core Curriculum 	<ul style="list-style-type: none"> • Everyday Speech

Program Descriptions

SPECIALIZED ACADEMIC INSTRUCTION CONTINUUM



Inclusive Services through the Resource Specialist Program

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

Inclusive Practices are not a place but a continuum of services and commitment to Universal Design principles that proactively plan for, uplift, and recognize the unique gifts and needs of students with disabilities. OUSD is proud to offer inclusive services provided by a Special Educator or support staff under the direction of a Special Educator at every OUSD campus.

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

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

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

Professional Learning for school teams on implementing Inclusive Practices;

Technical assistance on how to operationalize Inclusive Practices within their specific school setting;

Ongoing review and support to improve school site practices through classroom observations and Individualized Education Program (IEP) reviews.

Considerations for Inclusive Services

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

Inclusive Services

PURPOSE	The purpose of the resource specialist program is to ensure students have dedicated intervention and consistently implemented accommodations and learning aids to thrive in general education.
SIZE	These programs have a “soft cap” of 23 students in elementary settings and 25 students in secondary. Programs do not exceed 27 students.
METHODS	Our educators use multisensory methodology and may embed sensory, social-emotional learning, or behavioral deescalation practices based on students' needs.
CURRICULUM	We use SPIRE for reading intervention and either TouchMath (K–2) or V-Math (3–8) for math. Our educators are trained in and adapt the general education adopted curricula, as well.
INTEGRATION	Students spend most or all of their day in the general education setting and may be “pulled out” for small periods to work on IEP goals more intensively.



Mild-Moderate Programs

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

MM
SCP

PURPOSE	The purpose of mild-moderate self-contained programs is to provide a small-group learning environment focused on intervention and adapted academic coursework.
SIZE	These programs have a “soft cap” of 13 students and typically have a teacher and one support staff member.
METHODS	Our educators use multisensory methodology and may embed sensory, social-emotional learning, or behavioral deescalation practices based on students' needs.
CURRICULUM	We use SPIRE for reading intervention and either TouchMath (K–2) or V-Math (3–8) for math. Lower grades use Handwriting Without Tears. High school uses Ori and IXL for transition support.
INTEGRATION	Students engage with peers at recess, specials and meal periods at minimum. We encourage student-specific decisions about greater general education participation.

Mild-Moderate Self-Contained Program Locations

MM
SCP

Early Childhood School Site (MMSCP)	Grade Level
Burbank	ECE
Burckhalter	ECE
Harriet Tubman CDC	ECE
Highland CDC	ECE
Hintil CDC	ECE
Horace Mann	ECE
Kaiser Early Learning Center	ECE
Lockwood CDC	ECE
Martin Luther King, Jr. Elementary	ECE
Prescott	ECE

MM
SCP

Elementary School Site (MMSCP)	Grade Level
Allendale	K-2, 3-5
East Oakland Pride	K-2, 3-5
Emerson	K-2, 3-5
Fruitvale	K-2, 3-5
Garfield	K-2, 3-5
Glenview	K-2, 3-5
Global Family	K-2, 3-5
Grass Valley	K-2, 3-5
Korematsu	K-2, 3-5
Madison Park (Lower)	K-2, 3-5
Martin Luther King, Jr.	K-2, 3-5
Manzanita Community	K-2, 3-5
Manzanita SEED	K-2, 3-5
Melrose Leadership (Dual Language)	K-2, 3-5

MM
SCP

Secondary School Site (MMSCP)	Grade Level
Bret Harte	6-8
Coliseum College Prep (CCPA)	6-8
Elmhurst United	6-8
Edna Brewer	6-8
Frick	6-8

MM
SCP

Secondary School Site (MMSCP)	Grade Level
Madison Park Upper	6-12
Melrose Leadership (Dual Language)	6-8
Montera	6-8
Roosevelt	6-8
Westlake	6-8
West Oakland Middle	6-8
Castlemont	9-12
Fremont	9-12
McClymonds	9-12
Oakland High	9-12
Oakland Tech	9-12
Skyline	9-12
Dewey Academy	9-12



Moderate Programs

The Moderate Self-Contained Program (MOD SCP) is a self-contained classroom that provides Specialized Academic Instruction for students with learning impairments that require more comprehensive intervention in the areas of functional and daily living skills.

MOD
SCP

PURPOSE	The purpose of this type of program is to provide students with a small classroom setting that focuses on academic development and functional and vocational skills for life.
SIZE	These programs have a "soft cap" of 13 students and typically have a teacher and two support staff members.
METHODS	Our educators use multisensory methodology and receive training in errorless learning and task analysis. Classrooms incorporate sensory routines and tools.
CURRICULUM	We use TeachTown's modified standards-aligned curriculum. Elementary classrooms use SPIRE's multisensory reading intervention.
INTEGRATION	Students engage with peers at recess, specials and meal periods at minimum. We encourage student-specific decisions about greater general education participation.

Moderate Self-Contained Program Locations



Elementary School Site (MOD SCP)	Grade Level
Franklin	K-2, 3-5
Martin Luther King, Jr.	K-2, 3-5
Grass Valley	K-2, 3-5



Secondary School Site (MOD SCP)	Grade Level
Claremont	6-8
Bret Harte	6-8
Roosevelt	6-8
Montera	6-8
Castlemont	9-12
Fremont	9-12
Oakland High	9-12
Oakland Tech	9-12
Skyline	9-12



Moderate-Extensive Programs

Moderate-Extensive Support Needs Self-Contained Programs (ESN SCP)

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



PURPOSE	The purpose of this type of program is to provide students with small group instruction grounded in functional academics, daily living skills, and community integration support.
SIZE	These programs have a "soft cap" of 10 students and typically have a teacher and two support staff members.
METHODS	Our educators use multisensory methodology and receive training in errorless learning and task analysis. Classrooms incorporate sensory routines and tools.
CURRICULUM	We use TeachTown's modified standards-aligned curriculum. Classrooms feature TEACCH task boxes to practice functional skills, and grades 6-12 have Education Associates vocational curriculum, as well.

INTEGRATION	Students engage with peers at recess, specials and meal periods at minimum. We encourage student-specific decisions about greater general education participation.
--------------------	--

Moderate-Extensive Support Needs Self-Contained Program Locations



Early Childhood School Site (ESN SCP)	Grade Level
Burbank Preschool	ECE
Burckhalter	ECE
Centro Infantil CDC	ECE
Emerson	ECE
Horace Mann	ECE
Lockwood CDC	ECE
Kaiser Early Learning Center	ECE
Markham	ECE
Montclair	ECE
Prescott	ECE
Sankofa United	ECE



Elementary School Site (ESN SCP)	Grade Level
Allendale	K-2, 3-5
Bella Vista	K-2, 3-5
Bridges	K-2, 3-5
Burckhalter	K-2, 3-5
Carl Munck	K-2, 3-5
Chabot	K-2, 3-5
Emerson	K-2, 3-5
Esperanza	K-2, 3-5
Franklin	K-2
Garfield	K-2, 3-5
Highland Community	K-2, 3-5
Horace Mann	K-2
Lockwood STEAM	K-2, 3-5
Montclair	K-2, 3-5
Piedmont Avenue	K-2, 3-5

Elementary School Site (ESN SCP)	Grade Level
Redwood Heights	K–2, 3–5
Sankofa United	K–2, 3–5

ESN
SCP

Secondary School Site (ESN SCP)	Grade Level
Bret Harte	6–8
Claremont	6–8
Edna Brewer	6–8
Roosevelt	6–8
Westlake	6–8
Elmhurst	6–8
CCPA	6–12
Castlemont	9–12
Oakland High	9–12
Oakland Tech	9–12
Skyline	9–12



Mental Health Enriched Programs (MHP)

Special Education provides a spectrum of mental health-related support for students who have areas of need related to their social-emotional or behavioral development. Self-contained mental health programs provide targeted academics in conjunction with small-group behavioral support and individual counseling. Many other students receive mental health support through an 'outpatient' model.

MHP

PURPOSE	The purpose of this type of program is to provide students with a smaller classroom setting that embeds therapeutic and behavioral support throughout the school day.
SIZE	These programs have a “soft cap” of 12 students and typically have a teacher, at least one support staff, and a mental health clinician.
METHODS	Our educators use multisensory methodology and evidence-based behavioral deescalation. Clinicians receive extensive training in trauma-informed care and CBT.
CURRICULUM	We use SPIRE for reading intervention and either TouchMath (K–2) OR V-MATH (3–8) for math. Lower grades use Handwriting Without Tears. High School uses Ori and IXL for transition support. All classrooms have SEL curriculum.

INTEGRATION	Students engage with peers at recess, specials and meal periods at minimum. We encourage student-specific decisions about greater general education participation.
--------------------	--

Mental Health Enriched Program Locations



Elementary School Site (MHP)	Grade Level
OAK	K–2, 3–5
Fruitvale	3–5



Secondary School Site (MHP)	Grade Level
Edna Brewer	6–8
Roosevelt	6–8
Urban Promise	6–8
Fremont	9–12
McClymonds	9–12
Life Academy	9–12
Oakland Tech	9–12
Skyline	9–12
Sojourner Truth	9–12

OTHER SPECIALIZED PROGRAMS



Deaf-Hard of Hearing Self-Contained Program (DHH SCP)

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

Program Options

- **Infant Program:** This program provides both home and center-based instruction from birth to three years old. Parent support and education are key parts of the program.
- **Preschool:** This program is designed for hearing impaired students ages three through five. The goal is the development of linguistic competence and communication. The program uses a total communication system including sign language and oral communication. Students have the opportunity to integrate with age appropriate peers to facilitate the development of social skills.
- **Self-Contained Programs (SCP):** Classes for the hearing impaired students are available at designated elementary and middle schools. Credentialed teachers of the deaf provide instruction designed for continued language development in the student’s primary mode of communication and access to core educational curricula. Students have the opportunity for mainstreaming with hearing peers. Educational

Interpreters are available for students taking classes in the regular education program, and home supports--such as sign language classes--are available for families.

- **Secondary Programs:** High school-aged deaf students are most often referred to the California School for the Deaf in Fremont in order to have access to increased opportunities for socialization with a larger group of deaf peers. Students who remain in Oakland public schools are placed in the most appropriate program type to meet their needs, and interpreters and itinerant staff are available to provide specialized support.
- **Itinerant Programs:** Some hard of hearing students attend their neighborhood schools. These students receive support services from itinerant teachers of the deaf, who provide tools, adapted materials, and consultative support to classroom teams.

Programs for Students with Visual Impairments

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

Program Options

- **Infant Program:** This program provides both home and center-based instruction. The infant program is designed to encourage the visually impaired child's awareness of the world and emerging learning style. Parent support and education are key parts to the program.
- **Preschool Program:** This program is designed for students aged 3-5. The preschool program provides both classroom instruction and home support, if needed. The goal is to help young visually-impaired students function at their highest possible level before they enter school-aged programs.
- **Partially Self-Contained Programs:** Students with visual impairments are often enrolled in designated elementary, middle school and senior high school in some combination of supported inclusive programming and self-contained programming. Students are mainstreamed into regular classes for varying degrees of the school day. These programs feature a full-time teacher of the visually impaired available to facilitate each student's educational program, along with specialized tools and materials to support inclusion. During one or more periods of the school day, instruction may be offered in the specialized subjects such as Braille, visual efficiency, and typing and computers.
- **Itinerant Services:** Some students with visual or hearing impairments attend their neighborhood school. These students may receive instruction/services at specific times from itinerant teachers of the visually impaired. Listening skills, visual efficiency, use of specialized equipment, life skills, and academic skills may be taught. Itinerant teachers work closely with school staff to ensure program objectives are met and materials are available so that students may function effectively in their classroom. Some students receive Orientation and Mobility services. O&M training prepares students to travel independently in a safe and efficient manner at school, in their community and on public transportation. Specialized instruction might also focus on living skills. Information regarding the development and reinforcement of these skills will be shared with educators and parents.



Infant and Young Adult Services

Early Start Infant Program

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

The Young Adult Program

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

Our programs provide three models of support. One model, our Community-Based Programs, have programs located at Peralta Community College and Parks and Recreation (FM Smith) sites. The Community-Based Programs model is a full community inclusion program where students are in the community 80-100% of the time. The second, our Hybrid Programs, model provides additional support for students that may require a more sheltered learning environment for a part of their day. These programs are located at Santa Fe and work to be in the community as much as our Community-Based Programs or as much as is appropriate for our students. This program is a part-time community inclusion program where students are taught life skills in the community at about 40-80% of the time due to medical, behavioral, or other needs and challenges. The third model of our program, our Site Based Programs, are at Santa Fe and Recreation (DeFremery Park) sites. This program is a part-time community inclusion program where students are taught life skills in the community at about 20-60% of the time due to medical, behavioral, or other needs and challenges.

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

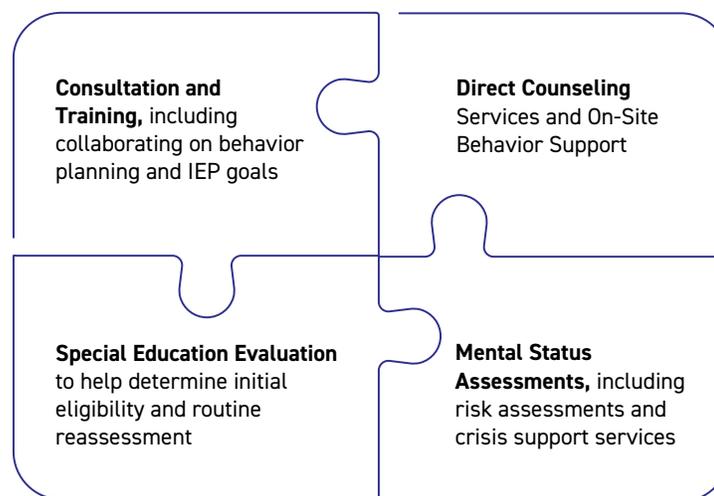
Young Adult Programs	Grade Level
Laney 1 (Community-Based) Laney 2 (Community-Based)	YA
Merritt 1 (Community-Based) Merritt 2 (Community-Based)	YA
FM Smith (Community-Based)	YA

Young Adult Programs	Grade Level
Santa Fe 1 (Hybrid) Santa Fe 2 (Hybrid) Santa Fe 3 (Hybrid) Santa Fe 4 (Site-Based, Behavioral Supports) Santa Fe 5 (Site-Based, AAC/ Communication) Santa Fe 6 (Site-Based, AAC/ Health)	YA
DeFermery Park (Hybrid)	YA



Psychological and Social Work Services

The Psychological Services Department supports both special and general education students, the Diagnostic Center, school sites, and parents in a variety of important areas to support the cognitive, processing and behavioral development of Oakland's schoolchildren. The Social Work Services Department supports students in special education who require mental health services, such as through individual counseling, agency linkage, and consultation services so the student is able to access their specialized academic instruction.



Each psychologist supports one or more school sites with Special Education assessments, and many psychologists also provide short-term counseling services individually or in small groups, as well as serve on schools' Coordination of Services Team (COST) and Student Success Team (SST) to provide consultative support for struggling students. Many of the social workers are assigned to specific mental health enriched self-contained programs (see Section on Mental Health Enriched Programs) or support students with IEPs from across OUSD schools for identified mental health services through social work services (individual counseling, intensive case management, etc.).



Related & Support Services

Speech/Language

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

Speech-language pathology services include:

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

Assistive Technology

Assistive Technology is any device that helps a person with a disability complete an everyday task.

Assistive technology can be "low-tech" (something very simple and low-cost, like a pencil grip), or "high-tech" (something sophisticated, like a computer). Assistive Technology may provide access to academics or communication. Assistive Technology for communication is also commonly referred to as Augmentative and Alternative Communication (AAC).

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

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

Occupational and Physical Therapy

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

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

Adapted Physical Education (APE)

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

The services provided by an APE teacher include:

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

The APE teacher is a direct service provider, not a related service provider, because physical education for children with disabilities is a federally mandated component of special education services [U.S.C.A. 1402 (25)]. This means that physical education needs to be provided to the student with a disability as part of the special education services that child and family receive. While the vast majority of students with IEPs can participate in general education PE, some students require individualized support.

Home & Hospital Instruction (HHI)

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

Nursing Services

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

Responsibilities include:

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

Related Service and Supports Teams

Provider assignments (for any OUSD school community)

- ousd.org/specialeducation

Transportation Services

- transportation@ousd.org

Health Services

- healthservices@ousd.org



Career Transition Services

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

Transition Partnership Program

Students with a current Individual Education Plan/Individual Transition Plan (IEP/ITP) or 504 Plan, apply to access TPP services. Each spring students and students and families are asked to complete an application packet prior to an interview session with the DOR Vocational Rehabilitation Counselor and the OUSD's Case Manager. The student must have a documentable disability to be eligible for DOR funding; currently attending an OUSD high school program that has a special education teacher willing to support the TPP processes and paperwork; and is recommended by a high school counselor or special education teacher. The DOR Vocational Rehabilitation Counselor works together with the student/DOR client as a team to develop a plan to reach the participant's career goal. This plan is called an Individual Plan for Employment (IPE), and services and activities are created to align to this plan. Post-graduation services may include specialized training or job placement. Participants work toward an occupation/career goal, and may participate in Regional Occupational Programs (ROP), adult school, or other vocational training programs. Those who select a goal requiring advanced education are encouraged to utilize local community colleges and the Programs and Services for Students with Disabilities (PSSD) Center on each campus. DOR funds participants' tuition, books, supplies, and transportation, as appropriate, after eligible participants provide proof of having applied for financial aid.

Workability 1

The Workability 1 grant programs provide comprehensive training in work, employment placement, and follow-up for middle and high school students in special education who are making the transition from school to work, independent living, and postsecondary education or training. The WA1 program offers special education students the opportunity to complete their secondary education while also obtaining marketable job skills for success in the modern labor market. The WA1 program provides students

assessments (career, learning style, soft skills, etc.), exposure to post secondary education opportunities, career education (options leading to a living wage), job seeking skills, on-the-job coaching (when appropriate), practice in self-advocacy skills, as well as independent living skills. Students, programs, and schools are engaged in workshops provided by CTS Case Managers as well as some supported vocational experiences through the WA1 grant.

Appendix

Appendix A: Specialized Programs by Site

Note: Every OUSD school has at least a Resource Specialist Program, and Related Services are available at every OUSD school, as well.

MM SCP = Mild-Moderate Self-Contained Program

MOD SCP = Moderate Self-Contained Program

ESN SCP = Moderate to Extensive Support Needs Self-Contained Program

MHP = Mental Health Program

ELEMENTARY (Grades TK - 5)				
School	Mild/Mod SCP	Mod SCP	Mod/ESN SCP	MHP
ACORN Woodland				
Allendale	x		x	
Bella Vista			x	
Bridges Academy			x	
Brookfield Village				
Burckhalter			x	
Carl Munck			x	
Chabot			x	
Cleveland				
Crocker Highlands				
East Oakland Pride	x			
Emerson	x		x	
Encompass Academy				
Esperanza			x	
Franklin		x	x (K-2 only)	
Fred T. Korematsu	x			
Fruitvale	x			x
Garfield	x		x	
Glenview	x			
Global Family	x			
Grass Valley	x	x		
Greenleaf K-8				
Highland Community			x	
Hillcrest K-8				
Horace Mann			x (K-2 only)	
Hoover				
International Community School				

ELEMENTARY (Grades TK - 5)				
School	Mild/Mod SCP	Mod SCP	Mod/ESN SCP	MHP
Joaquin Miller				
La Escuelita				
Laurel				
Lockwood STEAM			x	
Madison Park (Lower)	x			
Manzanita Community	x			
Manzanita SEED	x			
Markham				
Martin Luther King, Jr.	x	x		
Melrose Leadership Academy	x			
Montclair			x	
OAK				x
Peralta				
Piedmont Avenue			x	
Prescott				
Reach				
Redwood Heights			x	
Sankofa United			x	
Sequoia				
Think College Now				
Thornhill				

MIDDLE SCHOOLS (Grades 6 - 8)				
School	Mild/Mod SCP	Mod SCP	Mod/ESN SCP	MHP
Bret Harte	x	x	x	
Claremont		x	x	
Edna Brewer	x		x	x
Elmhurst United	x			
Frick United Academy of Knowledge	x			
Montera	x	x		
Roosevelt	x	x	x	x
United for Success				

MIDDLE SCHOOLS (Grades 6 - 8)				
School	Mild/Mod SCP	Mod SCP	Mod/ESN SCP	MHP
Urban Promise Academy				x
West Oakland Middle	x			
Westlake	x		x	
Melrose Leadership Academy (TK-8)	x			

6 - 12 SCHOOLS				
School	Mild/Mod SCP	Mod SCP	Mod/ESN SCP	MHP
CCPA			x	
Life Academy				x (9-12)
Madison Park Upper	x			

HIGH SCHOOLS (Grades 9 - 12)				
School	Mild/Mod SCP	Mod SCP	Mod/ESN SCP	MHP
Castlemont	x	x	x	
Fremont	x	x		x
MetWest				
McClymonds	x			x
Oakland High	x	x	x	
Oakland Tech	x	x	x	x
Skyline	x	x	x	x
Sojourner Truth	x		x	x

Appendix B: Common Acronyms

Common Acronyms	
504	Section 504 of the Rehabilitations Act of 1973
ACC	Alternative Augmentative Communication
ABA	Applied Behavior Analysis
ADA	Americans with Disabilities Act
ADA	Average Daily Attendance
ADHD	Attention Deficit Hyperactivity Disorder
ADR	Alternative Dispute Resolution
APE	Adaptive Physical Education
ASD	Autism Spectrum Disorder
ASL	American Sign Language
AT	Assistive Technology
BCBA	Board Certified Behavior Analyst
BIP	Behavior Intervention Plan
CAC	Community Advisory Committee
CCS	California Children's Services
CDE	California Department of Education
CDS	Community Day School
COE	County Office of Education
DHH	Deaf and Hard of Hearing
ED	Emotional Disability
EL	English Learner
ESL	English as a Second Language
ESY	Extended School Year
FAPE	Free Appropriate Public Education
FBA	Functional Behavioral Analysis
FERPA	Family Educational Rights & Privacy Act
HHI	Home/Hospital Instruction
IA	Instructional Assistant
ID	Intellectual Disability
IDEA	Individuals w/Disabilities Ed Act
IEE	Independent Educational Evaluation
IEP	Individual Education Program
IFSP	Individualized Family Services Plan

Common Acronyms	
IS	Independent Study
ISA	Individual Service Agreement
ISP	Individualized Service Plan
ITP	Individualized Transition Plan
LCI	Licensed Children's Institution
LEA	Local Education Agency
LEP	Limited English Proficient
LRE	Least Restrictive Environment
LSH	Language Speech & Hearing
MD	Manifestation Determination
MH	Mental Health
MM	Mild Moderate
MOD	Moderate
MTSS	Multi Tiered System of Supports
ESN	Moderate Extensive Support Needs
NPA	Non Public Agency
NPS	Non Public School
O&M	Orientation and Mobility
OAH	Office of Administrative Hearing
OCD	Obsessive Compulsive Disorder
OCR	Office of Civil Rights
ODD	Oppositional Defiant Disorder
OHI	Other Health Impairment
OI	Orthopedic Impairment
OSEP	Office of SpEd Programs
OSERS	Office of SpEd and Rehab Services
OT	Occupational Therapy
PDD	Pervasive Developmental Disorder
PT	Physical Therapy
PWN	Prior Written Notice
RCEB	Regional Center of the East Bay
RSP	Resource Specialist Program
RTI	Response to Intervention
SAI	Specialized Academic Instruction

Common Acronyms	
SCP	Self-Contained Program (referred to in other districts as a Special Day Class or SDC sometimes)
SELPA	Special Education Local Plan Area
SLD	Specific Learning Disability
SLI	Speech or Language Impairment
SST	Student Study Team
SWD	Student with Disabilities
TBI	Traumatic Brain Injury
USDOE	United State Dept of Education
VI	Visual Impairment