

SONOMA COUNTY

# SELPA

Special Education Local Plan Area

*Services for Students  
with Emotional and Behavioral  
Difficulties*



*September 2010*



**SONOMA COUNTY SELPA**

5340 Skylane Boulevard  
Santa Rosa, California 95403  
(707) 524-2750

## *Introduction*

Sonoma County's local education agencies, in collaboration with the Sonoma County Mental Health department, nonpublic schools, and nonpublic agencies, provide a variety of services to students with disabilities who exhibit emotional and behavioral difficulties. The goal of the Sonoma County Special Education Local Plan Area (SELPA) is to ensure the availability of a continuum of options so that these students may access an appropriate level of service.

One of the major principles of the Individuals with Disabilities Education Act (IDEA) is to educate students with disabilities in the least restrictive environment. The Sonoma County SELPA's goal is for students with disabilities to have the opportunity, whenever possible, to attend the same public school as non-disabled students as close to home as possible, unless it is determined by an IEP team that the students require alternative programs to meet their educational and social needs.

This document describes the variety of placement and service options available in Sonoma County for students with emotional and behavioral difficulties.

- SELPA's **Positive Behavior Support (PBS) Program** utilizes behavior specialists and the development of positive behavior intervention plans at the local school level to manage behaviors in the least restrictive environment. For information regarding the PBS program, see pages 2-4 or contact SELPA administrator Greg Englar at (707) 524-2765.
- The programs and services offered by the Sonoma County Office of Education (SCOE) in partnership with the Sonoma County Mental Health (SCMH) department are described on pages 5-13. For further information regarding the **SCOE/LifeWorks Program**, contact SCOE special education principal Melinda Susan at (707) 524-2868.
- The **services offered by the nonpublic schools (NPS)** in Sonoma County are for those students who are unable to have their needs met within the local public schools and/or Sonoma County Office of Education program. For information regarding the NPS programs see pages 14-24 or contact Greg Englar, (707) 524-2765, or Kathy Bregder, (707) 524-2761.

# Positive Behavior Support (PBS) Program

*Coordinated by the Sonoma County SELPA*

The Sonoma County SELPA established the Positive Behavior Support Program to assist districts in developing effective long-term interventions for special education students with challenging behaviors.

Part of the impetus for this program came from a realization that many children were being assigned Temporary Support Assistants (formerly known as 1:1 assistants) to allow them access to the curriculum. The growing number of these assistants was translating into rising costs, but the available reimbursement was not similarly increasing. In addition, recent research demonstrates—and consensus in the field of special education and behavior analysis concurs—that the use of Temporary Support Assistants can actually be detrimental to a student’s independence and ultimate success in school. Given these findings, the Sonoma County SELPA decided to help local districts develop the skills to support children with challenging behaviors, while reducing or eliminating the need for Temporary Support Assistants.

## Scope of the Program

The program has two main components:

- Utilizing behavior specialists to support identified children and their families.
- Providing comprehensive staff development by the Sonoma County SELPA in response to the needs of district staff.

## Behavior Specialists

For the 2010-11 school year, the SELPA has four behavior specialists assigned to districts around the county. Another eight district-employed behavior specialists make up the cadre of specialists serving all school districts in the county. Partial reimbursement to districts is provided to enhance continued district support. Behavior specialists are responsible for the following services, in collaboration with district staff:

- *IEP-Driven Consultation Services:* Upon referral from the district, these services may include observation of the student, functional behavioral assessment

(descriptive analysis), data collection, interviews with staff and parents, and written recommendations. The intent of this process is that the IEP team review how the student has been supported to date, prior to referring that student for specialist services.

- *Collaborative Development of Behavior Support Plan (BSP):* The IEP team, acting in consultation with a behavior specialist, may determine that a Behavior Support Plan should be developed. The plan is developed collaboratively by the classroom teacher, district psychologist, and any other adults who are familiar with the student (such as a parent or administrator). The intent of collaborative development of the plan is to increase buy-in for its implementation.
- *Collaborative Functional Analysis Assessment (FAA) and Development of the Behavior Intervention Plan (BIP):* For Hughes Bill-driven FAAs, the behavior specialist may conduct all of the prescribed components of the analysis in collaboration with district staff, again including the teacher, psychologist, parent, and other staff as appropriate.
- *Local Staff Development:* The school or district may identify specific staff development needs for the behavior specialist to address. The intention is to use the specialist to build the school's capacity to support positive behavior through implementation of best practices. Staff development options are based on the SELPA-wide options detailed below.

### **SELPA-wide Staff Development Options**

The Sonoma County SELPA will provide staff development to facilitate support of positive behavior. These trainings are for school teams and may include the following:

- *School-Wide Effective Behavioral Support Training:* This type of training focuses on developing a school's capacity to assess its site for appropriate practices; determine rules; and develop methods of acknowledging positive behavior, correcting behavioral mistakes, and developing effective school-wide, classroom, and individual support strategies. An example of this kind of training is the Building Effective Schools Together (BEST) program from the University of Oregon's Institute on Violence and Destructive Behavior.
- *Behavior Support Plan (BSP) Development:* This training is provided by the Sonoma County SELPA or by Diana Browning Wright or a similar independent presenter. The focus is on building staff capacity to develop effective Behavior Support Plans. Participants learn how to develop a 1-2 page plan that meets IDEA requirements.

- *Behavior Intervention Teams (BIT) Training:* This training is provided by the Sonoma County SELPA and focuses on enhancing a school team's capacity to develop effective individual Behavior Support Plans (BSP) for children with challenging behaviors. Teams learn how to conduct functional behavioral assessments and develop plans using a student study team model.
- *Individual School Team Training:* The SELPA program specialist provides training for staff at individual schools to address needs unique to those schools.
- *Effective Classroom Management:* The Sonoma County SELPA provides training in research-based and validated classroom techniques and strategies. Trainings are geared toward classroom teachers and administrators.

### **Referral Process**

Referral forms are completed by district administrators and reviewed by the SELPA administrator or the special education coordinator of the district that employs the behavior specialist. If the form is complete, the case is assigned to a behavior specialist.

### **Program Future**

The SELPA Superintendents' Council authorized the funding of the Positive Behavior Support Program in 2002 and has reauthorized it each year since. The future of the program will be contingent on a positive evaluation and securing long-term funding support. For more information about the Positive Behavior Support Program, please contact Greg Englar, SELPA administrator and project coordinator, at (707) 524-2765 or [genclar@sonomaselpa.org](mailto:genclar@sonomaselpa.org).

# SCOE/LifeWorks Program

*Providing services for students with emotional and behavioral difficulties*

The Sonoma County Office of Education (SCOE) and Sonoma County Mental Health (SCMH) department have collaboratively developed the SCOE/LifeWorks Program to meet the unique needs of students between the ages of 5 and 22 who exhibit emotional and behavioral challenges. The program is dedicated to helping these students manage significant emotional reactions, learn to behave responsibly, increase positive social interactions, increase resilience, and improve academic progress.

The program consists of a continuum of special education classes designed to give students access to the core curriculum in a setting that allows them to benefit from individual, small group, and family counseling. The classes are located on local school campuses and mental health services are integrated into the school day. These services are provided by LifeWorks, a non-public agency specializing in therapeutic services and support. Two key premises have guided the development of the program:

Academic and behavioral success are linked. Once a student begins to experience behavioral or academic success, a path is cleared for improved functioning.

Troubled children can be helped through a strategy of positive behavior support, which preserves students' dignity and provides them with a sense of hope.

Three additional values are integrated in the SCOE/LifeWorks Program:

*Respect for children.* Being positive toward children and treating them with dignity is a core value of the program.

*Staffing by skilled and experienced professionals.* Skilled and experienced professionals are essential to meeting students' special needs. To be effective, staff must be able to support positive student behavior, facilitate inclusion, and demonstrate commitment to lifelong learning.

*Commitment to children and families.* This program “goes the extra mile” for children and provides support to students' families.

## Program Description

The SCOE/LifeWorks Program uses all available skills and resources to create an educational and therapeutic community that provides a structured, nurturing environment for students and develops their self-esteem. In this program:

- Describing and reshaping the observable behaviors of students is the programmatic and therapeutic focus.
- Students are taught to manage anger in appropriate ways and learn new ways of responding, thus clearing the way for improved academic learning.
- Interventions that emphasize self-monitoring, self-control, and self-management strategies are combined with instruction that teaches social norms and expectations for classroom behavior.
- Teachers continuously role-model appropriate ways to deal with feelings within the classroom.
- Parents are an extremely important part of the team and parental support of students and of program guidelines is crucial.
- Individual educational programs are developed to promote students' social development and academic success.
- Students learn beneficial and socially appropriate ways to manage their emotions.
- Students are referred and transitioned to less restrictive educational placements through successful completion of the program.
- Students may be referred and transitioned to settings with more intensive and comprehensive services if the program fails to meet the students' emotional or behavioral needs.

Classes in the SCOE/LifeWorks Program are small—typically about ten students. The program relies on the collaborative interaction of participating agencies and combined staffing that includes credentialed special education teachers, special education teaching assistants, licensed therapists, and a school nurse, school psychologist, psychiatrist (for students with SCMH services), and program administrator. Counseling services are provided under contract by LifeWorks, a nonprofit agency specializing in therapeutic support for students. Services provided include:

*Student counseling:* Individual and group therapy, education-related counseling, community meetings, focus groups, and crisis management.

*Support services:* School support/consultation, program evaluation, psychological assessment, and psychiatric intervention and monitoring (for students with SCMH services).

*Case management services:* Family and community partnerships, home visits,

resource development, assistance accessing additional support services, and community-based support.

*Assessment:* Diagnostic evaluation, academic monitoring, and monitoring of ability to progress within a structured environment.

**The academic program:** Behavior and academic competence are concurrent, but separate, goals in the SCOE/LifeWorks Program. The academic environment naturally creates situations where students are taught positive behaviors as they learn to listen to the teacher and ask questions using appropriate language and actions.

- Learning takes place in comfortable and attractive physical environments, in an atmosphere of support and respect where each student's abilities are affirmed and valued. Students in the high school program earn credits that are applied toward a diploma or certificate of completion. Graduation requirements are aligned with the student's school of residence rather than school of attendance (unless they are one and the same).
- Mistakes are analyzed constructively and viewed as natural steps in the acquisition of knowledge and understanding.
- Instruction is individualized. Students and teachers set learning goals that are realistic, but also challenging, attainable, pertinent to students' future aspirations, and aligned with state standards.
- Learning is connected to the real world and students learn how to apply what they learn to their lives and their communities.
- Learning is an interactive process that models and supports the values of responsibility, honesty, personal choice, and self-direction.
- Learning is diagnostic and reflective. The academic program is designed to provide continuous feedback to students and parents. Students participate in state assessments, as well as individually administered standardized testing. Assessment is used as a tool to further teaching and learning.

**Mental health services:** Mental health services are provided by LifeWorks counselors in the classroom and, at times, in the home. These services are individualized to meet each student's needs. They focus on interventions that enable the child to benefit from special education, help children and families understand how feelings can trigger behaviors, and enable students to discover new ways of managing feelings and resulting behaviors.

Mental health services are structured to meet the emotional needs of the child and work in partnership with a behavior plan. Counselors, parents, and students develop measurable counseling goals and objectives cooperatively.

**Positive behavior support:** The program's positive behavior support system is based on the goal of teaching students to become contributing members of their communities. Students are encouraged through verbal reinforcement, tokens, points, and creative methods of individualizing rewards and interventions that are motivating to students. As students move through the system, they acquire more freedoms and more responsibilities.

Behavior support follows a level or step system. Each step has its own criteria and goals. This system, along with general rules and norms, is the basis for the classroom's social contract. The social contract is an agreement on the code of conduct for the classroom and explains how the class, as a whole, operates.

Although primary grades don't use the leveled system, all other grade levels do. The elementary grades have three levels, while middle and high school grades have five. These levels range from the most supportive (level 1) to the most independent (level 5), supporting gradual progress as students learn to manage behavior. At each level, students are expected to maintain behaviors from the previous level while also meeting new expectations. As students move through this system, they acquire increased opportunities.

The levels in the SCOE/LifeWorks Program provide a way to monitor student behavior and ensure that teachers maintain instructional control. Levels are based on behaviors that build toward a "successful independent student."

- Level 1: Working on boundaries
- Level 2: Learning self-regulation and compliance
- Level 3: Being a team player
- Level 4: Becoming self-managers
- Level 5: Acting as successful, independent students

Each student participates in a self-monitoring activity at the end of each work period. They record their behaviors (e.g., asked for help during lesson), while staff complete a similar monitoring form to verify the accuracy of the student's reporting. Comparison of the two ratings is the basis for promotion to the next level.

Daily communication regarding students' behavior enables students and families to internalize new and positive ways of interacting. Each day, students are provided with a point sheet, which also allows parents to review behaviors daily. The ultimate goal is

to successfully return students to less restrictive placements, with a transition plan and appropriate supports in place so they can continue to be successful.

Positive behaviors are consistently reinforced throughout the school day. In addition to the level system, teachers incorporate at least two other positive reinforcement techniques into each day's program (e.g., mystery motivators, raffles, tickets to buy store items, etc.).

**Behavior support plans:** If a student has a behavior support or intervention plan in place prior to entering the SCOE/LifeWorks Program, it will be reviewed and revised for the new setting. Typically, behavior support plans generated in the general education setting are consistent with programmatic behavior support within SCOE/LifeWorks classrooms. Individual behavior support plans and behavior goals are also developed within the program if students are not progressing or when there are repeated occurrences of targeted behavior.

Behavior support plans are developed collaboratively by the classroom teacher, parent, school psychologist, LifeWorks counselor, and student, as appropriate.

*Examples of level privileges \**

- Level 1: Student has access to some, but not all, areas of the campus and is supervised at all times.
- Level 2: Student has access to activities within the classroom and more access to free-time activities and social opportunities with peers.
- Level 3: Student has access to classes in the regular education setting.
- Level 4: Student has more integration opportunities.
- Level 5: Student is no longer on the point or level system.

*\* Note that a student's level is not the only factor in determining if a student will integrate into a general education class.*

**Integration:** One of the goals of the SCOE/LifeWorks Program is to provide students with the resources and skills to successfully function in the general education setting. Our teachers give students as many opportunities as possible to integrate into the general education environment. These integration opportunities may include lunch, recess, campus activities, or academic classes. Students are often referred to Special Day Class (SDC) classrooms because they have significant emotional and behavioral reactions that have impacted their ability to access curriculum in a general education setting.

A student's level is not the only factor in determining if a student will integrate into a general education class. Other factors may include student interest, emotional state (e.g.,

students with severe anxiety may choose to stay in the SDC), IEP team recommendations (which include parent input), individual goals and objectives, behavior support plan recommendations, and class availability. Typically, students progress on the SCOE/LifeWorks level system prior to integration, which is a way of ensuring that they will be able to demonstrate appropriate behaviors (e.g., maintaining focus, positive peer interactions, asking for help).

It is not untypical for students in SCOE/LifeWorks classes to move up and down on the level system. This happens for a variety of reasons. While certain privileges are retracted with a level drop, the opportunity to attend general education classes is not necessarily removed. Attendance in these classes fosters self-esteem and helps build resilience in students, so continued enrollment is maintained whenever possible.

**General discipline plan:** A discipline plan is in place for those times when students are struggling and unable to follow the social contract of the classroom. The plan has three dimensions: prevention, action, and resolution.

- *Prevention:* Rules are designed and taught to help meet the needs of the entire class. The program maintains a basic set of rules that are posted and used consistently throughout all classrooms, elementary to high school. These rules are based on the Building Effective Schools Together (BEST) protocol: *follow directions the first time, be respectful, be responsible, be safe, and encourage others.*

Teachers appropriately enforce the rules and implement consequences when rules are broken, although specific consequences are not set for each rule violation. Teachers have the flexibility to apply individualized consequences for particular students under a philosophy that “fair is not always equal.” Students behave and react differently, so they are treated differently.

Consequences are not viewed as punishments, but are logical and usually involve doing correctly what was done wrong. Students are given an accurate, clearly stated, and specific description of what is likely to happen when a rule is broken. This preserves student dignity and allows students to make responsible decisions. Consequences may include “chills,” time out (which may include brief removal from the classroom for an extended time out), in-school supervision, and home suspension.

The social contract and classroom norms are taught regularly and teachers measure student understanding. The expectation is that students and staff understand the rules, which are embedded into the program and continuously discussed, modeled, and reinforced.

- *Action:* Teachers positively praise and reinforce appropriate social interactions. When a rule is broken, the teacher appropriately implements consequences. This is not an automatic response, but an opportunity to interact with students productively and create a teachable moment. The method of implementation is as important as the consequence.
- *Resolution:* This is the time to formulate positive action plans for students' behavior. During this interaction, teachers assess the situation to determine the function of the students' behavior, find out what is needed to prevent reoccurrence, work out a mutually agreeable plan, implement and monitor the plan, use creative approaches to implement the plan successfully, and access therapeutic supports and services. A SELPA Positive Behavior Support Plan is developed in cases of repeated incidents.

**Referral procedures:** Students are referred to the SCOE/LifeWorks Program by their district of residence. A district representative presents the case to the Interagency Consultation Committee (ICC), where placements are discussed and recommendations are made to the IEP team.

After referral forms are received, a classroom visit is scheduled, followed by an intake IEP meeting. This meeting is attended by the student and parent, SCOE administrator, and district representatives. Other participants might include the SCOE teacher, a SCMH or LifeWorks representative, and/or the child's classroom teacher. This meeting is designed to discuss placement options and program details, address concerns, and complete an intake IEP if appropriate.

For more information about the SCOE/LifeWorks Program, please contact:



Special Education Department  
 8511 Liman Way, Rohnert Park, CA 94928  
 (707) 524-2868 ■ Fax (707) 524-2943

*Melinda Susan, Principal*  
*Tyson Dickinson, School Psychologist*

## 2010-11 Programs

Staffing for the following programs includes one credentialed special education teacher and two teaching assistants assigned to each classroom.

- *Doyle Park School, Positive Emotional Behavioral Learning Launch (PEBBL):* Primary early intervention program (grades K-2) on a regular education campus in Santa Rosa. On-site therapist. Students range in age from 5 to 7 years, LD, SLI, and ED. Capacity: 10 students.
- *Doyle Park School:* Early elementary program (grades 2-4) on a regular education campus in Santa Rosa. On-site therapist. Students range in age from 7 to 9 years, ED and SLD. Capacity: 10 students.
- *Schaeffer School:* Secondary elementary program (grades 5-6) on a regular education campus in northwestern Santa Rosa. On-site therapist. Students range in age from 10 to 12 years, ED and LD. Capacity: 10 students.
- *Lawrence E. Jones Middle School:* Middle school program serving grades 7-8 on a regular education campus in Rohnert Park. On-site therapist. Students range in age from 11 to 13 years, ED and LD. Capacity: 10-12 students.
- *Windsor Middle School:* Middle school program serving grades 6-8 on a regular education campus in Windsor. On-site therapist. Students range in age from 11 to 13 years, ED and LD. Capacity: 10-12 students.
- *Northwest Prep Bike Shop:* Middle school program serving grades 7-8 on a regular education campus in northwestern Santa Rosa. Students spend part of their day in a school bike shop where they repair, restore, and build bikes. On site-therapist. Students range in age from 12-13 years, ED and LD. Capacity: 10 students.
- *Northwest Prep Bike Shop:* High school program serving grades 9-12 on a regular education campus in northwestern Santa Rosa. Students spend part of their day in a school bike shop where they repair, restore, and build bikes. On site-therapist. Students range in age from 14-18 years, ED and LD. Capacity: 10-12 students.
- *Rancho Cotate High School:* High school class on a regular education campus in Rohnert Park. On-site therapist. Students range in age from 14 to 18 years, ED and LD. Capacity: 10-12 students.
- *Casa Grande High School:* High school program on a regular education campus in Petaluma. On-site therapist. Students range in age from 14 to 18 years, ED and LD. Capacity: 10-12 students.

## Telephone Contacts

- Sonoma County Office of Education (SCOE)  
Region 2 Special Education Office, (707) 524-2868  
Melinda Susan, principal  
Tyson Dickinson, psychologist  
Donna Bassett or Donna Bley, school nurse  
Kimberly Gehl, office coordinator
  
- Sonoma County Mental Health (SCMH)  
Lyle Keller, (707) 565-4855
  
- LifeWorks, (707) 568-2300, x14  
John Scherer, director
  
- Matrix Parent Network and Resource Center, (415) 475-2119  
Chris Allen, [chrisa@matrixparents.org](mailto:chrisa@matrixparents.org)
  
- California Parenting Institute, (707) 585-6108
  
- North Bay Regional Center, (707) 569-2000

# Certified Nonpublic Schools serving ED/BD Students

*Operating as of September 2010*

California State Department Nonpublic School Directory Disability Codes:

AUT = Autistic	ED = Emotionally Disturbed
HH = Hard of Hearing/Deaf	MH = Multiple Handicapped
MR = Mentally Retarded	SI = Speech Impaired
SLD = Specific Learning Disabled	OHI = Other Health Impaired

*Note:* All eligibilities are accepted, but may not be preferred by a particular nonpublic school (NPS). All nonpublic school programs will allow districts to contract for student-needed DIS services if the NPS does not have a provider. Most NPS programs will issue a private school high school diploma based on appropriate credits earned as required by the state.

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## **Anova Center for Education (ACE School)**

*3033 Cleveland Avenue, Suite 240, Santa Rosa, CA 95403*

CDS Code: 49-70912-6130165

Age Group: 5-22

Capacity: 84

M/F: Both

Grade Level: K-12

Residential: No, day students only

Disabilities: AUT, SLD/BD, ED, OHI, MR, MH

Contact: Andrew Bailey, [abailey@anovaeducation.org](mailto:abailey@anovaeducation.org), 527-7032, fax 527-7960

Mailing Address: 2911 Cleveland Avenue, Santa Rosa, CA 95403

### *Services Provided:*

Adapted Physical Education

Behavior Intervention

Speech and Language

Occupational Therapy

Psychological Services

Parent Counseling and Training

Counseling and Guidance Services

Temporary support assistant as requested by IEP

*Program Description:* The Anova Center for Education or ACE School serves children and teens diagnosed with high functioning Autism, Asperger Syndrome, emotional problems, learning disabilities, and other neuro-cognitive impairments. Students experiencing academic, emotional, and/or behavioral challenges benefit from this school's specialized learning environment, which addresses both academic and social issues related to their disabilities.

The ACE School emphasizes academic instruction meeting California state standards, with an enhanced staff-to-student ratio and small class sizes (no more than 12 students per class). The school provides specialized treatment to address complex sensory integration difficulties, specific learning disabilities, language deficits, and impairments in social cognition and related skills. Support services are available for ACE students during their school day. The use of adaptive technology (including multiple laptops per classroom and state-of-the-art educational software), video modeling, and other multi-sensory approaches are also an important part of our curriculum. ACE teachers, therapists, and support staff are dedicated to helping each student achieve academic competence, learn the interaction skills necessary to navigate the social world, and re-integrate to their neighborhood school with the skills and confidence necessary to function independently and maximize their success.

*Note:* Some ACE School services are available to any community member affected by a disabling condition, including group and individual speech and occupational therapy services, social skills groups, and behavior intervention development/implementation.

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### **Greenacre Homes, Inc.**

*7590 Atkinson Road, Sebastopol, CA 95472; 829-1366, fax 823-5070*

CDS Code: 49-70938-6906002

Age Group: 9-22

Capacity: 48

M/F: M

Grade Level: 4-12

Residential: Please call

RCL: 10

Disabilities: MR, SI, ED, SLD, AUT, MH, OHI

Contact: Benjie Swenson-Aguirre,

*bsaguirre@greenacrehomes.org*, 823-8722, fax 823-3730

Mailing Address: 438 Eddie Lane, Sebastopol, CA 95472

#### *Services Provided:*

Speech and Language

Transportation

Vocational Training

Individual Therapy & Group Counseling

Behavior Intervention

Temporary support assistant as requested by IEP

*Program Description:* Since opening in September of 1974, Greenacre Homes has been dedicated to serving boys with special needs. It is a private non-profit California corporation that operates five residential treatment programs and a special education school for 35 boys. Its homes are licensed by the State Department of Social Services and vendorized by the North Bay Regional Center. The school is certified by the California Department

of Education. Greenacre Homes serves boys with developmental delays and/or emotional disturbances. These boys require secure and structured home and school settings to benefit from therapeutic treatment. The school accepts boys placed by Social Services, Mental Health, Regional Center, and Probation Departments. Greenacre Homes continues to learn new ways to provide a stable and nurturing environment to boys needing specialized services. The staff creates a therapeutic milieu focusing on relationships, development, and care. The school specializes in vocational training (five job sites in the community), mental health services (individual, group, and family counseling), and reintegration into public school settings. Greenacre *accepts day students*.

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### **The Greenhouse Academy**

1432 Peterson Lane, Santa Rosa, CA 95403

CDS Code: 49-70920-6202634

Age Group: 13-18

Capacity: 6

M/F: M

Grade Level: 7-12

Residential: Please call

Disabilities: ED, SLD

Contact: Aaron Browe, [aaronbrowe@yahoo.com](mailto:aaronbrowe@yahoo.com), 291-0469, fax 575-5543

Mailing Address: P.O. Box 6322, Santa Rosa, CA 95403

#### *Services Provided:*

Transportation

Family Therapy

Behavior Intervention

Individual Therapy

Group Therapy

Vocational Education

Temporary support assistant as requested by IEP

*Program Description:* The Greenhouse Academy provides residential treatment for seriously emotionally disturbed adolescents. Greenhouse also provides a non-public school for the residents placed with our program. Greenhouse Academy is staffed by a special education credentialed teacher and experienced instructional aides. After careful assessment, students work toward individual educational goals in a highly structured and motivating environment. Students participate in meal planning, food shopping, and assist in preparing a hot meal at lunch time. Many of the wilderness trips are accompanied by a thematic unit of instruction in the classroom. A solid core of academic instruction, along with the extended school year, allows students to obtain high school credits and focus on specific skill needs. Greenhouse staff assist students in vocational or G.E.D. preparation, as well as traditional high school graduation requirements. Working with each student's long term-goals, school staff assist with reintegration to a district setting or community college classes. Greenhouse Academy's

creative approach to student growth utilizes academics, behavior modification, nutrition, music, social skills training and an intensive therapeutic component to achieve each individual student's and/or family's goals. Greenhouse *does not accept day students*.

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### **Journey High School, TLC Child & Family Services**

1800 N. Gravenstein Highway, Sebastopol, CA 95472

CDS Code: 49-70607-7056229

Age Group: 12-18

Capacity: 60

M/F: Both

Grade Level: 7-12

Residential: Please call

RCL: 10, 12

Disabilities: ED, SLD, OHI

Contact: Greg Boyle, [gregb@tlc4kids.org](mailto:gregb@tlc4kids.org), 824-5418 x210, fax 823-9475

Mailing Address: P.O. Box 2079, Sebastopol, CA 95473-2079

#### *Services Provided:*

Transportation

School Counselors

Vocational Education

Parent Counseling and Training

Psychological Counseling

Individual Language/Speech Therapy

Behavior Intervention

Work experience

*Program Description:* TLC Child and Family Services provides residential treatment for adolescents with emotional difficulties. As a part of TLC, Journey High School (currently serving grades 9-12) operates to meet the needs of students requiring special education services. Journey High School *also accepts day students when appropriate*. Educational as well as emotional needs are addressed carefully during the development of each student's IEP. Individual, group, and family therapy are offered through the therapeutic component of the Journey program. Vocational and transition classes as well as a wide variety of elective and enrichment classes and activities are offered. Journey High works to meet the academic and emotional needs of every student and to fulfill district requirements for high school graduation. Journey also operates an extended school year program for those students who meet the criteria and require a summer program. Mental Health outpatient services are available for students that qualify and require these services. Students who are successful and ready to start the transition back to a public school campus are encouraged and supported to do so.

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## **Larry M. Simmons High, Family Life Center**

365 Kuck Lane, Petaluma, CA 94952 and 3480 Bodega Avenue, Petaluma CA 94952

CDS Code: 49-70862-6941041

Age Group: 13-18

Capacity: 30 (Kuck), 26 (Bodega)

M/F: Both

Grade Level: 7-12

Residential: Please call

RCL: 12

Disabilities: ED, SLD

Contact: Susan Lemieux, [susanl@familylifectr.org](mailto:susanl@familylifectr.org), 795-6954, fax 769-4072

Mailing Address: 365 Kuck Lane, Petaluma, CA 94952

### *Services Provided:*

Speech and Language

Counseling

Parent Counseling

Transportation

Social Work Services

Behavior Intervention

Temporary support assistant as requested by IEP

*Program Description:* Larry M. Simmons High, Family Life Center provides two comprehensive residential treatment programs for emotionally disturbed youth. The Kuck Lane site serves male students; the Bodega campus serves female students. On-site services include full psycho-educational assessment and treatment planning; intensive individual, family, and group counseling; a relationship-based milieu approach treating the whole child, and special education services with an emphasis on transitional needs. Family Life Center's Larry M. Simmons High School is accredited by the Western Association of Schools and Colleges. Family Life special education services are *not available to day students*.

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## **Lattice Educational Services**

3273 Airway Drive, Suite A, Santa Rosa, CA 95403

CDS Code: 49-70920-7089113

Age Group: 5-22

Capacity: 25+

M/F: Both

Grade Level: K-Post Secondary

Residential: No, day students only

Day: SH Functional Skills and BD

Disabilities: AUT, MR, ED, MH, OHI, SLD

Contact: Nancy Alcott, [lattice2002@aol.com](mailto:lattice2002@aol.com), 571-1234, fax 571-1230

### *Services Provided:*

Speech and Language

WorkAbility I

Occupational Therapy

Health and Nursing

Behavior Intervention

Orientation and Mobility

Psychological Services

Temporary support assistant as requested by IEP

*Program Description:* Lattice Educational Services provides intensive instruction to children with autism, developmental delays, and/or emotional challenges. Services are provided in a highly structured behavioral program with a high staff-to-student ratio. Two classes provide instruction in functional skills, communication, community-based activities, and vocational training. In addition, classes provide instruction in basic academics as appropriate to IEP identified needs. Students 14 years and older participate in the WorkAbility I Program. Support services are available to provide functional behavioral analysis and development of individual behavior management plans as well as classroom training to implement and monitor the behavior management plan. Other support services include speech and language, occupational therapy, and health services. Lattice Educational Services *accepts community students* into its nonpublic day program. An after-school behavioral services program is available through a referral process with North Bay Regional Center.

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### **New Directions**

*3641 Stony Point Road, Santa Rosa, CA 95407*

CDS Code: 49-70920-7102965

Age Group: 12-19

Capacity: 24

M/F: Both

Grade Level: 6-12

Residential: No, day students only

Disabilities: ED, SLD (with BD), AUT, MH, MR, OHI

Contact: Cathy Crawford, [cathyc@sonic.net](mailto:cathyc@sonic.net), 585-3700, x215, fax 585-3883

Mailing Address: P.O. Box 1819, Rohnert Park, CA 94927-1819

#### *Services Provided:*

Speech and Language contracted to nonpublic agency (NPA)

Transportation

Counseling

Psychiatric Services (Medication)

Temporary support assistant as requested by IEP contracted to NPA

*Program Description:* The Compass Program serves coeducational secondary students who require day treatment level of rehabilitative therapy services as determined by Sonoma County Mental Health (SCMH). Individual, group, and family therapy and crisis intervention are also provided by New Directions through their contract with SCMH. Enrollment capacity is 12 students and students must meet SELPA criteria as emotionally disturbed. Students complete academic work at their own pace, with one-to-one instruction as requested. Several behavioral management structures are in place to provide a very safe, predictable environment for classroom work. The highly structured classroom program provides a “container” for the variety of behavioral needs of the students, so that the teaching

staff is able to develop nurturing, supportive relationships and a positive school experience. Student success in the classroom is enhanced by the critical interface between school and therapy staff. Teamwork is a priority of New Directions, with student reintegration to district classrooms as a goal. The classroom serves as a “stabilizing” aspect of the daily program, which supports the rigorous challenge of addressing therapy issues. Vice-versa, with a separate setting to address emotional issues, students are freed to focus on academic progress when in the classroom. Students sign out of class on a “pull-out” basis for individual therapy sessions, and crisis sessions are available as requested by the student.

The Venture Program serves co-educational secondary students designated SLD (with BD) or ED who are not qualified for day treatment services by Sonoma County Mental Health. Enrollment capacity is 12 students per class.

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**North Valley Schools, Santa Rosa**

3164 Condo Court, Santa Rosa, CA 95403

CDS Code: 49-70920-7019268

Age Group: 6-18

Capacity: 60

M/F: Both

Grade Level: 1-12

Residential: Please call

RCL: 14

Disabilities: ED, SLD/BD, OHI, MR

Contact: Lorna Kenney, Principal, [lkenney@victor.org](mailto:lkenney@victor.org), 523-2334, fax 523-0133

*Services Provided (subcontracted):*

Transportation

Speech and Language

WorkAbility I

Behavior Case Management

American Sign Language Interpreting

Occupational Therapy

Temporary support assistant as requested by IEP

*Program Description:* North Valley Schools serve up to 60 students and addresses the needs of the total individual. Through the intake process including observation, assessment, and prescription, specific academic, vocational, and behavioral goals are established for each youngster. Remediation of specific academic needs is accomplished through individualized and reality-based instruction. Counseling services are provided to support students reaching goals. North Valley Schools offer both a challenging academic curriculum to students on a diploma track and a functional academic/vocational curriculum to students on a personal program certification track. Social skills and emotional coping skills instruction run concurrently with the academic curriculum throughout the school day. The schools operate on a 210-day school year, providing 360 classroom minutes of instruction per day. Independent living skills courses and the WorkAbility program are available to students age

14 and up. North Valley Schools are accredited by the Western Association of Schools and Colleges. The school *accepts* group home and day students.

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**Parkway Academy, Cotati (formerly UHS Keystone Schools)**

8511 Liman Way, Rohnert Park, CA 94928

CDS Code: 49-70912-0113175

Age Group: 5-12

Capacity: 36

M/F: Both

Grade Level: K-6

Residential: No, day students only

Disabilities: ED, SLD, OHI, MR, SI, AUT

Contact: Betti Colucci, *betti.colucci@uhsinc.com*, cell 249-1644, fax 664-8912

Mailing Address: 8511 Liman Way, Rooms C1-C4, La Fiesta Educational Center,

Rohnert Park, CA 94928 or 11980 Mount Vernon Avenue, Grand Terrace, CA 92313

*Services Provided:*

Speech/Language

Individual/Group Counseling

Occupational Therapy

Transportation to/from School

Prevocational and Vocational Skills

Temporary support assistant as requested by IEP

*Program Description:* Parkway Academy offers a year-round program for special education students with challenging educational, behavioral and emotional needs, as well as students with autism and other developmental disabilities. The school teams effectively with parents, school districts, and local agencies to provide each student an individualized academic, behavioral, and mental health program. The educational and mental health programs are supported by a schoolwide behavioral management and social skills program called “Girls and Boys Town Education Model,” which emphasizes positive behavioral interventions aimed at empowering students to become more responsible for their own actions and make choices that will lead to success and fulfillment. Students with autism or other developmental disabilities are taught using an applied behavior analysis methodology. Curriculum is modified or presented using a multi-model, multi-sensory approach. School staff work closely with *everyone* involved with the student to promote a true atmosphere of teamwork in which students can make positive changes in their lives. Parkway School offers a year-round program of 210 days; regular days are from 8:30 A.M. to 2:45 P.M. They currently operate two elementary academic classrooms serving students with emotional/behavioral disorders and one elementary learning center classroom for students with autism and other developmental disabilities. Classroom staff are supported by an applied behavior analyst, occupational therapist, speech pathologist, therapists, and experienced administrative staff.

## **Plumfield Academy**

9360 Occidental Road, Sebastopol, CA 95472

CDS Code: 49-70938-7069768

Age Group: 6-19

M/F: M

Residential: Please call

Disabilities: ED, SLD, MR

Contact: Darcee Drakulich, [plumfield.academy@comcast.net](mailto:plumfield.academy@comcast.net), 824-1414, fax 824-1475

Capacity: 35

Grade Level: K-12

RCL: 8

### *Services Provided:*

Speech and Language

Transportation

Counseling and Guidance

*Program Description:* Plumfield accepts boys between the ages of 5 and 12. The school, a residential and educational facility, utilizes a language-based behavior management program that emphasizes building effective communication, problem-solving, and social skills in order to develop successful social interaction. The school program is structured and consistent with a highly positive orientation. Therapy is an important component, with individual, group and family counseling offered on site. A small class size of five students allows for an enriched environment, which includes high academic standards, an athletics program, an award-winning music program, and vocational training. Plumfield *accepts* day students.

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## **Rincon School, R House**

429 Speers Road, Santa Rosa, CA 95409

CDS Code: 49-70920-7092075

Age Group: 12-18

M/F: Both

Residential: Please call

Disabilities: SLD, ED, OHI

Contact: Mimi Donohue, Executive Director, 571-2215, or Carley Moore, Director of Educational Services, [rinconschool@rhouseinc.org](mailto:rinconschool@rhouseinc.org), 539-2792, fax 539-2778

Mailing Address: P.O. Box 2587, Santa Rosa, CA 95405

Capacity: 48

Grade Level: 6-12

RCL: 12

### *Services Provided:*

Speech and Language

Transportation

Counseling and Guidance

Parent Counseling and Training

Psychological Services

Behavior Intervention

Vocational Education/Career Development

Temporary support assistant as requested by IEP

*Program Description:* The R House is a residential therapeutic community for chemically dependent adolescent boys and girls. The residents have a long history of drug and alcohol abuse and are placed by the courts or social services. R House utilizes behavior modification, the 12 Steps of AA and NA, and individual, group, and family therapy. Parents participate in weekly family education and therapy sessions. The average length of stay is 12-18 months. Rincon School is part of the campus and is staffed by credentialed teachers who develop individualized education plans for each student based on observation and assessment. Specific academic, vocational, and behavioral goals are developed and implemented for each student. A reading specialist instructs students who require remediation in reading. Rincon School operates for an average of 360 minutes of instruction per day. Students participate in an extensive hands-on vocational training program at the 1710 Coffee worksite. Rincon School *does not accept day students.*

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**Sierra School of Sonoma County, Specialized Education Services Inc. (SESI)**

*4580 Bennett View Drive, Santa Rosa, CA 95404*

CDS Code: 49-70623-6203392

Age Group: 7-22

Capacity: 36

M/F: Both

Grade Level: 1-12

Residential: No, day students only

Disabilities: ED, SLD, AUT, OHI, MR

Contact: Kristin Hoff-Libecap, Director,

*khoff@sierra-school.com*, 591-0716, fax 591-0720

*Services Provided:*

Speech and Language (included)

Counseling (included)

Behavior Intervention (included)

Transportation to school activities (included)

*Program Description:* Sierra School of Sonoma County is one of 28 schools operated by the parent corporation, Specialized Educational Services Inc. (SESI), that utilize positive behavior modification techniques and mental health techniques to increase academic abilities, develop social skills, and cultivate proper classroom behavior. The primary goal is to expedite the transition of students back into the public school system. To achieve this goal, Sierra School offers personalized academic interventions via the use of extensive tutorial instruction and a specialized rotational classroom model. The school provides life skills training and vocational opportunities through the use of modern technology on site, and monitored work experiences off site. Sierra School builds students' confidence and competence,

which enables them to experience success as they make their way into their communities. SESI's 20-year history of growth and success is apparent in the daily operation of Sierra School of Sonoma County.

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