



OAKLAND UNIFIED  
SCHOOL DISTRICT

*Community Schools, Thriving Students*

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# Special Education Strategic Plan Update

**March 26, 2014**

Presentation by:

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and

Programs for Exceptional Children Team

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# Vision

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ALL students graduate from OUSD, college, career, and community ready.



## ALL means ALL

Collaborating with our general education partners and the entire OUSD Team, the staff in Programs for Exceptional Children is focused on developing the abilities and academic achievement of **every student with a disability** to ensure they graduate from high school and successfully transition into adult life.

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**How do you feel about working with your Special Education teachers?**

[This] class feels like a normal class but not that hard. If someone asked me why I go there, I would say because it helps you get your grades up and there are less people. It helps you more than the other classes.

*-7<sup>th</sup> Grader in a Resource Class*

People say that this class is for retards. Other classes say that. I heard that in the hallways. ... I don't like it because someone always screams at us and doesn't help us with our work. It is better when that person isn't there. Everyone behaves better...

*-6<sup>th</sup> Grader in a Special Day Class*

My favorite part is coming to the Parent Center because I feel happy and there is no one around to mess with me. And if they do, Ms. \_\_\_\_\_ can stop it. What I don't like is lunch time because people be pushing and shoving and you can't get your lunch.

*-7<sup>th</sup> Grader in a Special Day Class*



# Process

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## Development of Special Education Strategic Plan

**June 2011** OUSD  
Developed  
Thriving Students  
Strategic Plan

**Fall 2012-June  
2013** Stakeholder  
Engagements  
Held For SPED  
Framework

**Jan-Mar 2014**  
Staff Drafted  
SPED Strategic  
Plan

**Apr-May 2014**  
Vet Draft of Plan  
w/Stakeholders

**3 year  
Special  
Education  
Strategic  
Plan !!**

**Spring 2012** Board  
Recognized Need  
to Develop a SPED  
Strategic Plan

**Fall 2013** SPED  
Strategic Plan  
Workgroups  
Distilled  
Recommendations

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# Current Work Streams

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- Strategic Plan Development
- Transition to Special Education Information System (SEIS)
- Transportation Request for Proposal (RFP)
- Projections / Programs / Facilities
- Decentralization of Special Education Programs and Services
- Negotiations with OEA
- Mental Health Center Program Expansion
- Extended School Year programs
- SELPA / Local Plan
- Budget Development
- Course Codes Alignment
- Technology

# 2013-14 PEC Accomplishments

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- Positive audit Counseling Enriched Special Day Classes – Alameda County Behavioral Health Services
- Starting internship program for psychologist to support Social Emotional Learning
- Alignment to Common Core, and increasing Mild/Moderate participation in district benchmarks, and A-G courses
- Prevailing on compliance complaints
- Working with Coliseum College Prep Academy to create internships for high school students to work as support staff at Burbank
- Talent recruitment using CIP students through workability
- Expanding informational meetings/tours for parents to observe programs
- PEC participation in the School Quality Review and Instructional Rounds
- DIASTAT Roll-Out

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# Theory of Action

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If We...

Then...

Provide appropriate curriculum, assessments, technology and materials

Ensure adequate staffing for varied programs

Provide equitable resources for all students and staff

Ensure adequate space for inclusion and service delivery

Establish structures to support family engagement

Build systems for accountability

Students with special needs will develop to their fullest potential, successfully transition to adulthood, college and career ready and become productive citizens.

# Overview of Strategic Plan

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## Six Essential Goals

1. Improve performance for students with IEPs
2. Address Social-Emotional Learning Needs for all students
3. Establish effective inclusive models for students with IEPs
4. Establish accountability for quality by using data and engaging with the community
5. Hire and retain highly qualified staff
6. Improve compliance





# Goal 1

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## Goal 1: Demonstrate three consecutive years of improved performance for students with IEPs.

|   | Objective   | Rationale   |
|---|---|---|
| 1 | Ensure that all mild/moderate students have access to the Common Core curriculum and participate in state and district-benchmark testing  | Ensure conditions of learning that support students to develop problem solving and critical thinking skills associated with success after high school   |
| 2 | Develop moderate/severe programs by including consistent curriculum and instruction while providing access to the community, functional living skills, and a positive social-emotional climate. | Project based instruction promotes self-determination, provides tangible pathway for transition planning for adulthood; and engage students with methods that increase social-emotional domains |
| 3 | Provide necessary technology and training to all teachers and students to support access to curriculum and needed resource  | For both students and staff to access web-based curriculum and assessments, every classroom needs internet access.  |



# Goal 1, continued

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**Goal 1: Demonstrate three consecutive years of improved performance for students with Individual Education Plan (IEP).**

|   | Objective  | Rationale   |
|---|--|---|
| 4 | Increase Internal capacity by increasing staffing and providing sufficient training, ongoing PD, and coaching                          | <ul style="list-style-type: none"><li>• Reduce Non-public Agency (NPA) costs and reliance on contractors.</li><li>• Ensure sufficient numbers of knowledgeable, skilled, and competent staff to improve programs and effectively serve students with IEPs</li></ul> |
| 5 | Improve programs and services to support social-emotional learning of Special Education students' in the least restrictive environment | <ul style="list-style-type: none"><li>• Maintain students in the least restrictive environment</li><li>• Develop PEC staff/teacher skills and competencies related to SEL</li></ul>   |



## Goal 2

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**Goal 2:** Collaborate with General Education to establish effective intervention models and services that support General Education students' social-emotional learning in order for them to benefit from their educational program.

|   | Objective   | Rationale   |
|---|---|---|
| 1 | Reduction of referrals for assessment of Emotional Disturbance (ED) and Educationally Related Mental Health Services to address disproportionality of ED in OUSD as well as African American students | <ul style="list-style-type: none"><li>• Eliminate disproportionality</li><li>• Maintain access to the educational curriculum</li><li>• Coordinate services to effectively serve General Education students and increase student access to education</li></ul> |



# Goal 3

## Goal 3: Establish effective inclusive models for students with IEP's

|   | Objective  | Rationale   |
|---|--|---|
| 1 | Provide access to optimal, safe, learning environments   | <ul style="list-style-type: none"><li>• All special education students must be provided education in safe and operable learning environments.</li><li>• Ensure equitable placement of programs throughout the District</li><li>• Expand availability of seats in General Education classrooms</li></ul>           |
| 2 | Transition students college, career, and community ready | <ul style="list-style-type: none"><li>• Students must be supported to meet A-G Graduation Requirements and participate in Linked Learning pathways</li><li>• Develop successful transition plans for students, whether receiving a certificate of completion, or graduating with a high school diploma.</li></ul> |



# Goal 4

## Goal 4: Build accountability for quality in Special Education by creating systems and structures to engage the community and use data in planning for and measuring desired outcomes.

|   | Objective  | Rationale   |
|---|--|---|
| 1 | Create structures for meaningful family and community engagement.                  | <ul style="list-style-type: none"><li>• Establish foundation of shared purpose and relational accountability to collaboratively realize quality improvements</li><li>• Centrally provided structures and supports facilitate consistency, efficiency and equity</li></ul>   |
| 2 | Develop systems for data informed decision making and accountability for outcomes. | <ul style="list-style-type: none"><li>• Ensure that all technologies are set up to provide accurate, complete, consistent and timely data is critical to effective SPED management</li><li>• Data across related technologies must be synchronized to inform strategic questions and influence practice</li></ul> |



# Goal 5

## Goal 5: Hire and retain highly qualified staff while increasing central office support

|   | Objective  | Rationale  |
|---|--|--|
| 1 | Support effective and timely evaluations by collaborating with other departments to increase accountability, quality instruction and accurately document staff performance | <ul style="list-style-type: none"><li>• To enable site administrators and PEC to maintain high standards of staff performance</li><li>• Ensure quality staff and increase accountability</li></ul>                                   |
| 2 | Provide ongoing professional development and opportunities for career advancement  | <ul style="list-style-type: none"><li>• Hire new and train current PEC staff to begin reducing contracted staff</li><li>• Develop the capacity of PEC staff at all levels</li><li>• To improve the quality of PEC teachers</li></ul> |



# Goal 5, continued

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## Goal 5: Hire and retain highly qualified staff while increasing central office support

|   | Objective   | Rationale   |
|---|---|---|
| 3 | Identify and maintain appropriate staffing ratios in varied programs  | <ul style="list-style-type: none"><li>• Develop current staff to begin eliminating contracted consultants</li></ul>   |
| 4 | Improve recruitment and screening processes to ensure qualified and capable staff are placed in each position | <ul style="list-style-type: none"><li>• Improve recruitment and expand candidate pools in order to fill all positions</li><li>• Refine policies and procedures to achieve higher levels of effectiveness and efficiency</li></ul> |



# Goal 6

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## Goal 6: Improve district compliance by 40% as measured by reduced settlement costs and compensatory awards

|   | Objective  | Rationale   |
|---|--|---|
| 1 | Improve district special education compliance through a more efficient response to complaints by 40% | <ul style="list-style-type: none"><li>• The district has experienced many legal challenges over the past few years that have resulted in increased costs to resolve the compliance issues.</li><li>• PEC administrator roles and responsibilities require refinement for handling legal issues.</li></ul>                             |
| 2 | Utilize both prevention and intervention strategies to address identified compliance deficiencies.   | <ul style="list-style-type: none"><li>• To improve monitoring of IEP compliance, and rectify areas of concern as it applies to IEP development, service delivery and quality instruction.</li><li>• To establish protocols and support processes to meet all compliance requirements using qualified focus staff personnel.</li></ul> |





# Goal 6, continued

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## Goal 6: Improve district compliance by 40% as measured by reduced settlement costs and compensatory awards

|   | Objective  | Rationale   |
|---|--|---|
| 3 | Create systems and procedures that support compliance across the district for all special education stakeholders | <ul style="list-style-type: none"><li>• To create a digitized records system that will support the maintenance and management of special education records.</li><li>• To Increase access to knowledge about special education programs, services and compliance issues.</li></ul> |

# Next Steps

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|   | When           | Rationale  |
|---|----------------|--|
| 1 | April-May 2014 | Vet Draft of Strategic Plan with Stakeholders<br>PEC staff<br>Participants of Strategic Plan Workgroups<br>Community Advisory Committee (CAC)<br>Labor Relations<br>Instruction, Leadership and Equity-in-Action (ILE)<br>Regional Network Meeting |
| 2 | May 2014       | Prepare Final Revisions to Strategic Plan  |
| 3 | May 28, 2014   | Board of Education adopts Special Education Strategic Plan   |



**What is inclusion and what does an inclusive school community look like?**

**Do you worry about what other students think about you?**

**I'm trying to make a good impression. Because I already have some problems to handle everywhere. Like right now for a few weeks in this school I'm still trying to get friends. And that is the reason I watch My Little Pony. At the end it tells you about true friendship. But now I have to move again and start over but that is difficult because I'm a little shy. I even have this dream about going to school and being the only student. It almost came true one day on the bus. I was the only kid and another kid. And all the mean kids weren't there.**

***-6<sup>th</sup> Grader in a Special Day Class***

**No, because I just don't. They always call me weird at home. I call it a compliment because most people try to be perfect and I just act who I am.**

***-7<sup>th</sup> Grader in a Special Day Class***



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