

# Board of Education Meeting

## October 22, 2014

Special Education Progress Report on  
Implementation of the Strategic Plan



OAKLAND UNIFIED  
SCHOOL DISTRICT

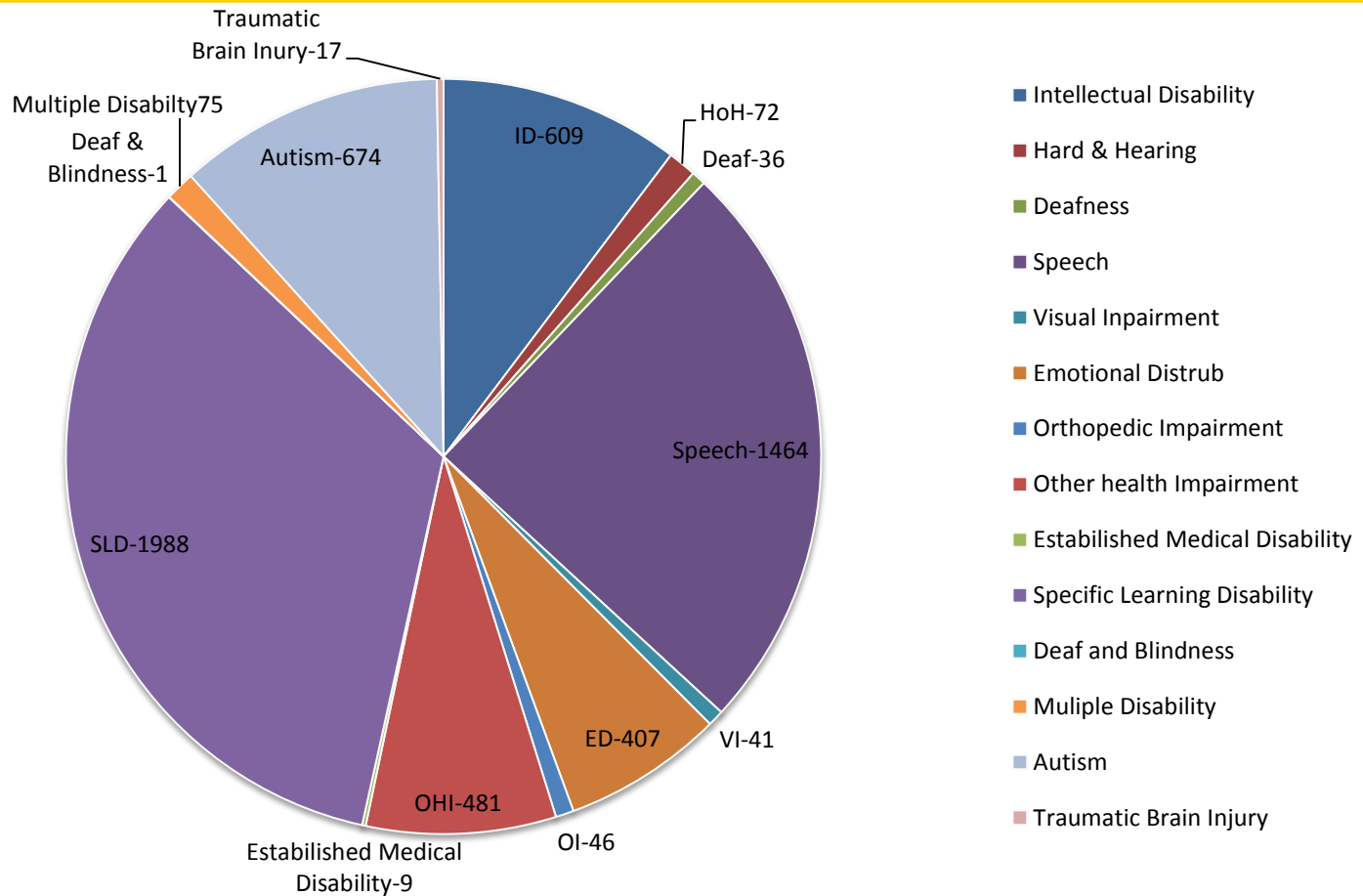
*Community Schools, Thriving Students*

# Programs for Exceptional Children

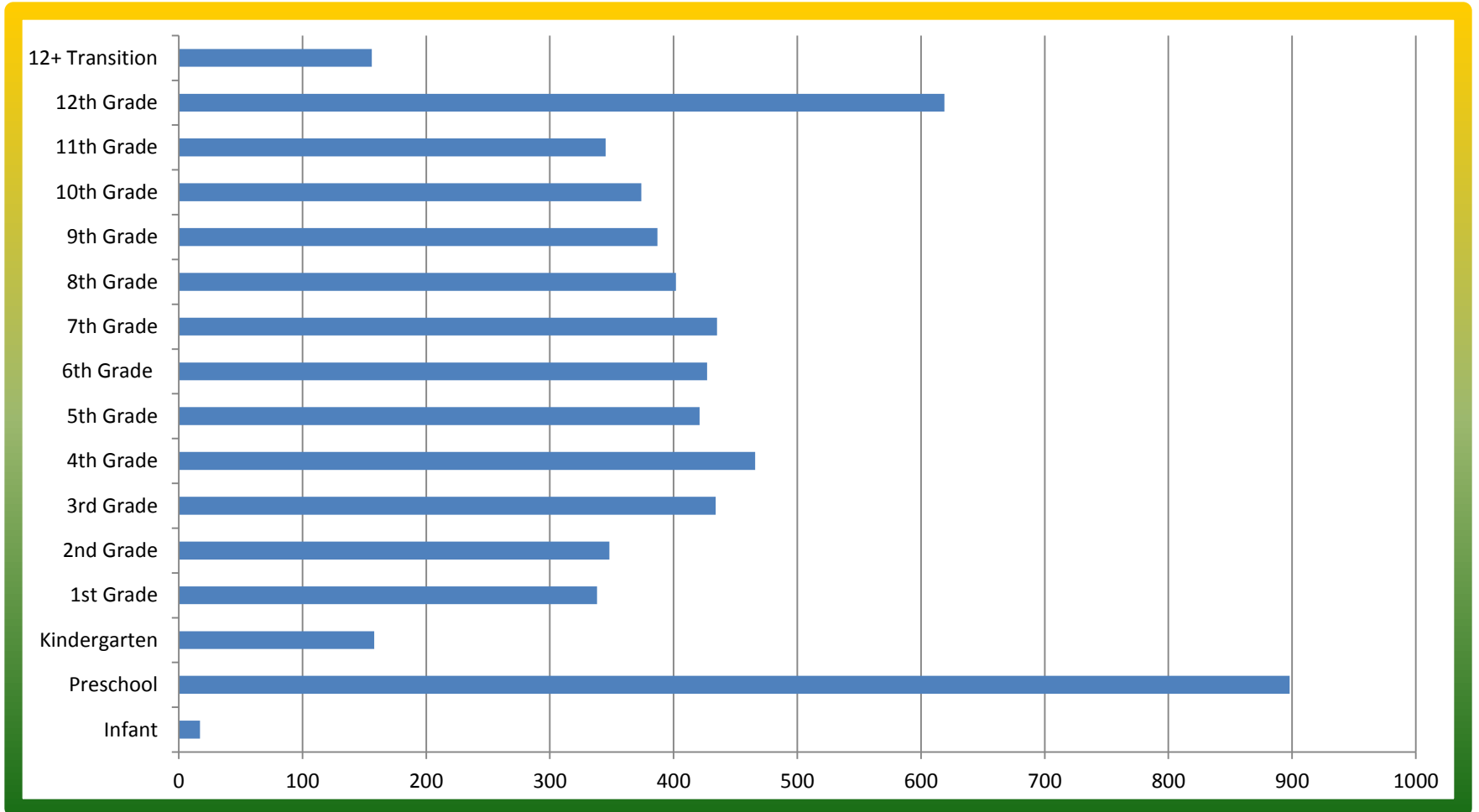
- 5409 Students with IEPs
- Full Continuum of services for students aged 3-22
- Students served in district push in, pull out, or self contained classrooms
- Students also served in District Charter Schools, Non-Public Schools, and Residential Treatment Centers



# Student Population by Disability



# Student Population by Grade



# New Programs

- 2014-2015 school year: Created 13 New Programs at the following school sites:
- Mild to Moderate:  
Fruitvale, Hoover, Manzanita Community, Manzanita SEED, Think College Now, Urban Promise, Life Academy, McClymonds Skyline
- Moderate to Severe:  
Garfield, Piedmont Avenue



# Special Education Information System

## SEIS

### Description

- SEIS is a student database for Students With Disabilities
- IEPs are created using SEIS Software
- 80% of California School Districts are using SEIS
- Easy to Navigate
- User-Friendly



### Trainings

- MIS Team held 25 full staff trainings
- Ongoing open labs for teachers and specialists every Tuesday and Thursday from 3:30 to 4:30
- MIS Team and Program Specialists continue to provide Individual teacher and specialist trainings upon request



# Integration with Departments

## *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 2

Develop systems for data informed decision making and accountability for outcomes

## Operations

- Weekly meetings with Information Technology Services to ensure successful integration between SEIS and Aeries
- Aeries: The PEC MIS department now has access and has been working to correct the student flags for SDC, Resource and Inclusion

# Integration with Departments



## 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 2

Develop systems for data informed decision making and accountability for outcomes

## Information Technology Services:

- Weekly meetings to ensure successful integration between SEIS and Aeries

## Goal 5

Hiring and Retaining Highly Qualified Staff While Increasing Central Office Support



# Integration with Departments

## Objective 4

Improved recruitment and screening process to ensure qualified and capable staff are placed in each position

### Human Resources:

- Monthly meetings to ensure position control, minimize miss-assignments and align procedures

|                   | Summer 2014<br>Vacancies | Hired | Current<br>Vacancies |
|-------------------|--------------------------|-------|----------------------|
| RSP Teachers      | 24                       | 21    | 3                    |
| SDC Teachers      | 36                       | 32    | 4                    |
| Paraprofessionals | 122                      | 104   | 18                   |

- Recruitment efforts include monthly job fairs, university informational sessions

# Integration with Departments

## Student Assignment Office:

- Developing placement procedures and maintaining accurate Special Education enrollment counts

## 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 1

Reduction in referrals for Emotional Disturbance (ED) and Educationally related mental health services to address disproportionality of ED in OUSD as well as African American students identified with ED

## Family Schools & Community Partnerships:

- Setting up monthly meetings to develop a continuum of quality interventions to provide site support and training

# Transportation Transition

- Transportation: The transition to First Student began in June for Extended School Year (ESY) and weekly meetings continue to occur to improve the consistency and quality of the service
- Weekly meetings being held to improve 2-way communication, to receive weekly progress report on student ridership, develop and review standard operating procedures and protocols

1766 students riding



# Curriculum & Instruction

## Increase Special Education Participation in the Least Restrictive Environment

### Goal 1

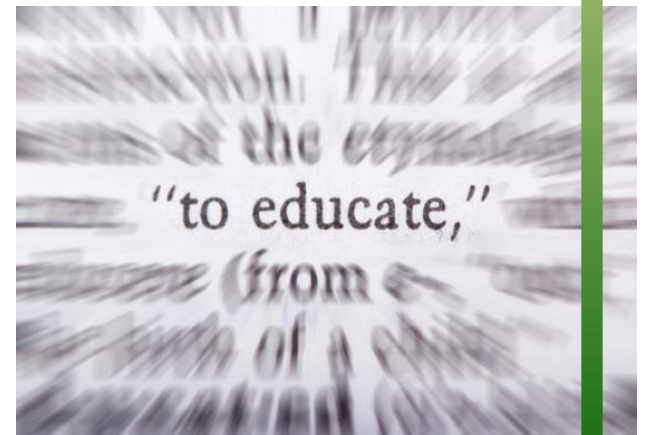
- **Demonstrate three consecutive years of improved performance for students with IEPs.**

### Objective 1

- Ensure that all students with Mild/Moderate disabilities have access to the Common Core curriculum and participate in the statewide and district-benchmark testing

### Elementary Progress

- 38 Classes (460 students) shifted from using a separate curriculum previously used by special day class teachers to Common Core curriculum and practices.



# Curriculum & Instruction

- Students have daily phonemic awareness and skill building as part of literacy acceleration program based on Reading Clinic Strategies.
- Literacy acceleration and Reading Clinic strategies are also being piloted by Resource Specialists at 10 Elementary schools
- Students will now be participating in district benchmarks, and generating data for the Continuous Improvement Goals (CIG).

Classes are supported by PEC Teacher-Leaders, who have been trained in the Common Core and adaptations, supporting this shift



# Curriculum & Instruction

## Secondary Progress

In Collaboration:

- Secondary Course Codes are aligned with General Education Course Codes.
- PEC has drafted a Secondary Student Scheduling Guide to be integrated into the OUSD Master Schedule building process.
- PEC is discussing how to increase access to Linked Learning Pathways & Academies for students with IEPs.
- PEC trainings have been included in the district-wide on-line Professional Learning Catalog in the Department of Teaching and Learning

# Curriculum & Instruction

## In Collaboration:

- The Network Superintendents, PEC is working towards full alignment with Networks, Continuous Improvement Goals/strategies and increased climates of inclusion.
- IEP Transition Plans align with OUSD Graduate Profiles
- More seats for students in A-G courses
- Collaboration on intervention and differentiation strategies to facilitate mainstreaming, a shared pedagogy, and cycles of inquiry

## Combined teacher trainings

- 42 teachers (Mild/Moderate and Moderate/Severe K-Young adult) received 9 hours of training on: writing and implementing legally compliant IEPs, administering standardized tests, SEIS.

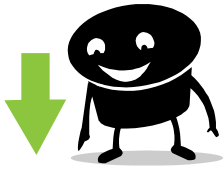
# Curriculum & Instruction

## Objective 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

- All Moderate-Severe teachers K-Young Adult have access to a Common Core Aligned curriculum.
- PEC has developed a Moderate-Severe Coaching practice to support on-site training and assist in central professional learning.
- Planning to implement Moderate-Severe State Assessment that will shift to an on-line format and be embedded with the SBAC portal.





# Curriculum & Instruction

## Objective 3:

Provide necessary technology and training to all teachers and students to support access to curriculum and needed resources

- Coach is providing training for the on-line Moderate-Severe Curriculum and new on-line assessment
- Computer/Chromebook dedicated classroom access for all students in Mild/Moderate and Moderate/Severe Special Day Classes. IT & PEC are planning for all teachers to have Chromebooks.
- PEC is working closely with the Personalized Learning initiative to gain access to the technology already available at sites



# Strategic Plan Goals 14 - 15

## Goal 1

Demonstrate Three Consecutive Years of Improved Performance for Students with IEPs



## Objective 4

Increase internal capacity by increasing staffing and providing sufficient training, ongoing PD and coaching

- BTSA Coach Alignment - 31 coaches in PEC
- 30 teacher and 25 interns receiving support through New Teacher Support and Development department
- Compliance trainings were held for all new teachers, all teachers were invited
- Crisis Prevention Intervention (CPI), CPR

# Strategic Plan Goals 14 - 15

## Goal 5

Hiring and retaining qualified staff while increasing central office support

Objective 1: Provide ongoing professional development and opportunities for career advancement

- SEIU/AFSCME weekly meetings to discuss para roles/responsibilities  
Professional development models currently being created.

## Objective 5

Create positions currently filled with non-public agency staff

- Behavior analyst position developed and approved by UAOS.
- 10 speech/language therapists positions created and filled.
- Licensed Vocational Nurse (LVN) job description developed/approved.
  - ❖ Creating 15 PEC LVN positions to replace 20 contracted LVN positions.
  - ❖ Approved Diastat training for Aides to Special Education (ASE)

# Forward Planning 15-16



**Establish a shared mindset throughout Oakland Unified School District whereby all communities and central office departments embrace students with disabilities and provide support and resources that ensure educational benefit.**

## **Goal 3**

**All PEC programs will be placed throughout the district in an equitable way**

- Analysis of program placement needs in the Elementary, Middle and High School Networks, to complete the continuum of program offerings.
- Create a plan with Network Superintendents/Deputies, principals and PEC teachers and staff to map out movement and placements that allow students to remain in their school communities.



# Forward Planning

- Determine resources needed to staff and to equip new classrooms with necessary and appropriate furniture, technology and equipment
- Collaborate with Student Assignment Office and district demographer to ensure that seats are available in general education classrooms
- Create a system of supports aligned with each Area Network to include: Program Specialists, Psychologists, Board Certified Behavioral Analysts

Develop *Transitional Centers* :

Goal: Students needing intensive behavioral supports and a plan to return to their home school

- For Students transferring from Non-public schools to OUSD schools
- For students in OUSD schools