OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Programs for Exceptional Children Roadmap

Submitted by:
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VISION

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

MISSION

Programs for Exceptional Children supports District students, families, departments to ensure that each student with unique learning needs is provided a rigorous academic program, achieves at the highest level, and is recognized and respected. We believe that every student can graduate prepared for college, career and community.

GUIDING BELIEFS

1. **We believe that given the right supports, *ALL* students can achieve at high levels and graduate college, career and community ready.**

2. **We believe that students' cultures and experiences are tremendous assets that we must leverage for their own learning and that of their community.**

3. **We believe that *ALL* students in our system must have access to high quality instruction, Common Core curriculum, and social emotional learning.**

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PROGRAMS FOR EXCEPTIONAL CHILDREN ROADMAP

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

Objective 1: Ensure that all mild/moderate students have access to the Common Core curriculum and participate in the statewide and district-benchmark testing

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

Objective 3: Provide necessary technology and training to all teachers and students to support access to curriculum and needed resources

Objective 4: Increase Internal capacity by increasing staffing and providing sufficient training, ongoing PD, and coaching

Objective 5: Improve programs and services to support social-emotional learning of Special Education students' in the least restrictive environment

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	GOAL 1, OBJECTIVE 1, Y E A R O N E Ensure that all mild/moderate students have access to the Common Core curriculum and participate in the statewide and district-benchmark			
Focus	**Actions**	**Responsibility** **P=primary** **S=supporting** **C=collaborating**		**Benchmark Achievement**
		Dist/PEC	**Site**	
Build staff capacity at Programs for Exceptional Children (PEC) in academic content areas to align work with content specialists in Teaching & Learning (T&L) *Why?* Content specialists will ensure that all mild/moderate students have	**Elementary Alignment to Common Core State Standards (CCSS): Create 3 FTE Mild/Moderate (M/M) Content Specialist TSA positions:** ● Content Specialist will design and adapt grade-level OUSD Common Core units (math, ELA, & Science) for elementary students with special needs in multi-grade SDC classroom—with a focus on project-based learning. ● Project-based units promote the principles of Universal Design Learning (multiple means for student engagement, expression of knowledge, and positive social-emotional development), which are also the	*P*	*S*	*100% of elementary M/M SDCs teachers will adopt CCSS aligned curriculum and instruction with 60% reaching a "Satisfactory" level of implementation*

access to the Common Core curriculum in order to develop the problem solving and critical thinking skills associated with success after high school; and be able to participate in the statewide and district-benchmark testing	foundation of Linked Learning--cross-content instruction. ● Content Specialists will identify and create a cadre of Elementary PEC Teacher-Leaders to support on-site coaching. ● Content Specialists will support Summer Institute training of Teacher-Leaders starting in 2014. ● Content Specialists work with teachers to fully implement mild/moderate SDC participation in Benchmark testing ● Content Specialists work with all Resource teachers to implement and align with the Common Core ● Content Specialists and Reading Clinic staff will work with 15 elementary Resource teachers to pilot Reading Clinic style intervention curriculum with a goal of creating "Learning Center" models to reduce referrals to a more restrictive environment (MRE). Use of identical intervention curriculum will facilitate a re-entry for SDC students to Resource and General Ed	*P*	*C*	*The number of referrals to SDCs from the pilot resource teachers will be reduced by 25%; and the number of students re-entering Resource from more restrictive placements at the pilot schools will increase 10%*
Create a designated secondary position to ensure that the scope and continuum of CCSS alignment will be consistent **Why?** The purposed degree of general education inclusion requires revising, creating, and managing multiple programs in many departments	**Secondary Alignment: Create 1 Mild/Moderate FTE Secondary Specialist TSA position who will:** At High Schools- ● Facilitate the transition of students college, career, and community readiness by collaborating with Gen. Ed at the larger high schools, to include all RSP students and SDC-M/M, ASIP and VI Inclusion students--whose disabilities are not a significant barrier—in A-G courses through Linked Learning Pathways. ● Expand designated seats in general education classrooms to increase access to Common Core and peer socialization ● Discontinue remaining core RSP pull-out classes at high school level for 2014-15 school year	*P* *P/C*	*C* *P*	*10th and 11th grade SDC-Inclusion students at Skyline will be in Academies, and all SDC-Inclusion students there will have full A-G access. The percentage of M/M students included in Linked Learning Pathways will increase by 50% District-wide*

So that the most impacted students who have relied on an IEP implementation of the state minimum graduation requirement can move towards the district 230 credit standard	● Reconcile student choice with special ed cohort support needs in presenting available pathway options ● The replacement curriculum (Voyager) which has been used in SDCs will be phased out. ● The Secondary Specialists and Content Specialists will collaborate to create the adapted material and student schedules —to facilitate participation in grade-level district benchmarks. ● Begin planning for a "Learning Center Model" (LCM) at Continuation schools, as well as SDCs that only have one teacher at the site.	*P* *P*	*S* *C*	*Voyager will only be used in 50% of the classes* *25% of remaining High School SDCs will have the caseload divided by grade, and by period* *Two pilot sites will be designated for (LCM) implementation in 2015-16*
Why? Middle school students need to prepare for Linked Learning	At Middle School- ● Increase mainstreaming of SDC M/M students in Middle School ● Collaborate with Middle Schools site principals to develop a plan to expand designated seats in general education classrooms to increase access to Common Core and peer socialization ● Increase mainstreaming of SDC M/M students in Middle School ● Create the adapted material; and divide the caseload by grade and by period to facilitate participation in grade-level district benchmarks ● Full RS M/M and SDC M/M Teacher participation with General Educators in Common Core Professional Development starting with Summer 2014	*P/C*	*P*	*50% more M/M student Middle School Students will be prepared for High School inclusion, and Linked Learning*
Coordination of Individualized Transition Plans (ITPs) with general education will require more PEC teacher	**Build Special Education capacity to write and implement meaningful Individual Transition Plans (ITPs)** ● Expand access to school-wide activities including study tours and extra-curriculars. ● The Secondary Specialists will assist in integrating ITP and SEIS training			*Post high school tracking data will show a 25% increase of OUSD M/M student participation in college/work*

training--and lead to more success for special education students after graduation	● Build in Case Manager collaboration-time with Career Transition Specialists	*P/C*	*P*	
	Align ITP with graduation plan for general education students. ● Develop common document for graduation planning consistent with special education mandates ● Shared planning time and professional development for career transition specialists with their gen ed and agency counterparts ● As general ed graduation planning moves into middle schools, consider starting ITP process in 8th grade	*P/C*	*P*	
PEC will ensure that all M/M special education student participate in district-wide benchmark assessment **Why?**	**Liaison with the District Assessment Office** ● PEC course code will be reviewed for redundancy, out-dated language; and be updated with codes relevant to the Common Core alignment ● Collaborating to ensure test materials are provided for all M/M SDC students	*P*	*C*	*100% of Special Ed. Course codes will be updated* *100% of Elementary M/M students will take district benchmarks*

| Data reflecting academic progress of M/M students needs to be compared longitudinally with their general education peers | ● Collaborate on training PEC staff on District Benchmark, Common Core, and State Level (SBAC) exams
 ● Collaborate on training PEC staff on Common Core State Level (SBAC) testing | | | *The SBAC Field test—with 100% of accommodations correctly implemented* |

GOAL 1, OBJECTIVE 1, Y E A R TWO **Ensure that all mild/moderate students have access to the Common Core curriculum and participate in the statewide and district-benchmark testing**				
		Responsibility		
		P=primary S=supporting C=collaborating		
Focus	**Actions**	**Dist/PEC**	**Site**	**Benchmark Achievement**
Continue collaboration between (PEC) academic content specialist, and (T&L) content specialists *Why?* Continuation will ensure M/M students students have access to the Common Core curriculum and continue to participate in the statewide and district-benchmark testing	**Elementary Alignment to CCSS--the 3 Mild/Moderate Content Specialist TSAs:** ● Will continue training, and coaching elementary SDC teachers on Project-based units to promote the principles of Universal Design Learning (multiple means for student engagement, expression of knowledge, and positive social-emotional development), which are also the foundation of Linked Learning cross-content instruction ● Will continue training, and coaching elementary Resource teachers on Common Core ● Will increase the Resource Reading Intervention pilot to 30 teachers	*P/C* *P*	*P* *S*	*85% of Elementary M/M SDCs will reach a "Satisfactory" level of adapted CCSS implementation* *The number of referrals to a more restrictive environment (MRE) from the pilot resource teachers will be reduced by 40%. The number of students re-entering Resource will increase to 20%*
Why?	**Secondary Alignment--the Mild/Moderate Secondary Specialist TSA position:**		P	*Voyager will be used in 25% of classes*

Continuing the designated Specialist will ensure that the scope of CCSS alignment will be consistent Expanded general education inclusion requires revising, creating, and managing multiple programs More students will move towards the district 230 unit graduation standard	● Will continue with the expansion of the CCSS adapted curriculum and grade-level taught by period in these SDCs	P		*The percentage of the identified group of M/M students included in Linked Learning Pathways will increase to 75%*
	● Will continue to work with Pathways, Linked Learning, principals, and counselors to increase inclusion of students who fit the criteria	P/C		
	● Two schools will implement the pilot of the "Learning Center Model." One Continuation schools, and one-room (single teacher) SDC	P	S	*25% reduction in the use of State Minimum graduation requirement at those schools*
	Middle Schools Will Continue to: ● Increase mainstreaming of SDC M/M students	P	C	
	● Expand collaboration with Middle Schools site principals to designate seats in general education classrooms to increase access to Common Core and peer socialization	P/C	P	*75% more M/M Middle School Students will be prepared for High School inclusion, and Linked Learning*
	● Increase use of adapted material, and division of caseload by grade and by period at sites with multiple SDC teachers	P	S	
	● Full RS M/M and SDC M/M Teacher participation with General Educators in Common Core Professional Development in Summer 2015	P	C	
	● Will continue to work on the improvement of ITPs			*Post high school tracking data will show a 50% increase of OUSD M/M student participation in college/work*
PEC will ensure that all M/M special education students participate in	**Liaison with the district assessment office** ● Continue with collaboration on district-wide benchmarks	P/C	P	*100% of data on M/M performance the benchmarks will be analyzed for progress*

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district-wide benchmark assessment	Continue to collaborate on district-wide SBAC			*75% of accommodations will be correctly implemented*
Why? Data reflecting academic progress of M/M students needs to be compared with their general education peers longitudinally				

GOAL 1, OBJECTIVE 1, Y E A R T H R E E				
Objective 1: Ensure that all mild/moderate students have access to the Common Core curriculum and participate in the statewide and district-benchmark testing				
Focus	Actions	**Responsibility** **P=primary** **S=supporting** **C=collaborating**		Benchmark Achievement
		Dist/PEC	**Site**	
Continue (PEC) and (T & L) collaboration **Why?** Continuing the content specialists positions will ensure M/M students have access to the Common Core curriculum, and statewide & benchmark testing	**Elementary Alignment to CCSS--the 3 Mild/Moderate Content Specialist TSAs:** ● Will continue training and coaching elementary SDC teachers on the CCSS project-based model to increase effectiveness ● Will continue working with Resource teachers to expand the Reading Intervention pilot and CCSS curriculum to all schools	P/C	P	*100% of Elementary M/M SDCs will reach a "Satisfactory" level of implementation of the CCSS alignment described above.* *Referrals to (MRE) will be reduced by 75% at The number of students re-entering Resource from MREs the pilot schools will increase 35%*

Close gaps, and expand alignment to the maximum extent **Why?** Momentum for these deep changes must be sustained by consistent personnel	**Secondary Alignment with--the Mild/Moderate Secondary Specialist TSA position:** ● Will continue with the expansion of the adapted CCSS—grade aligned SDCs ● Will continue to work with Pathways and Linked Learning to increase inclusion of students who fit the criteria ● Will continue to work on the improvement of ITPs ● Two additional schools will be selected for the pilot of the "Learning Center Model"			*100% of Secondary SDCs will be the adapted CCSS—grade aligned SDCs* *The percentage of The identified group of M/M students included in Linked Learning Pathways would increase to 100%* *Post high school tracking data will show a 75% increase of OUSD M/M student participation in college/work* *50% increase in the 230 credit graduation requirement*
More students will move towards the district 230 unit graduation standard	**Liaison with the district assessment office** ● Continue with collaborate on district benchmarks, and SBAC			*100% of Elementary M/M students will take district benchmarks, and the SBAC Field test—with 100% of accommodations correctly implemented*

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PROGRAMS FOR EXCEPTIONAL CHILDREN ROADMAP

GOAL 1, OBJECTIVE 2, YEAR ONE			
Objective 2: Develop moderate/severe programs to include consistent curriculum and instruction while providing access to the community, functional living skills, and a positive social-emotional climate.			
Focus	Actions	**Responsibility** P=primary S=supporting C=collaborating	Benchmark Achievement
		Dist/PEC	Site	

Focus	Actions	Dist/PEC	Site	Benchmark Achievement
Create a Blended-Learning model for instruction *Why?* Web-based curriculum provides hard data, and differentiation of CCSS. Project-based instruction promotes self-determination, provides tangible pathway for transition planning for adulthood; and engages students with research based neuro-scientific methods that increase social-emotional domains The new test is a Blended-Model	**Create 1 Moderate/Severe FTE Specialist TSA who will:** ● Ensure that consistent curriculum is procured and maintained for all Mod/Sev teachers that includes modified CCSS. ● Train teachers in both web-based curriculum ● Train teachers in project based instruction, which promotes the principles of Universal Design Learning (UDL) **New Moderate/Severe State Assessment:** Moderate/Severe Specialist will: ● Spearhead the training of teachers on the new Common Core aligned Moderate/Severe State test, which will replace the California Alternate Program Assessment (CAPA)	P P	P P	*100% of Elementary M/M SDCs will have licenses for web-based Common Core aligned curriculum—which has been modified for the Mod/Sev population* *50% of K-12 teachers will reach a "Satisfactory" level of implementation of the Blended-Learning CCSS alignment* *100% of Moderate/Severe students will participate in the Field Test State test 2015*

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PROGRAMS FOR EXCEPTIONAL CHILDREN ROADMAP

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

GOAL 1, OBJECTIVE 2, Y E A R TWO				
Objective 2: Develop moderate/severe programs to include consistent curriculum and instruction while providing access to the community, functional living skills, and a positive social-emotional climate.				
		Responsibility		
		P=primary S=supporting C=collaborating		
Focus	**Actions**	**Dist/PEC**	**Site**	**Benchmark Achievement**
Continue with Blended-Learning curriculum and instruction **Why?** Web-based curriculum provides data and differentiated lessons. Project based instruction promotes self-determination, provides tangible pathway for transition planning for adulthood; and engage students with research based neuro-scientific methods that increase social-emotional domains The new test is a Blended Model	**Moderate/Severe Specialist TSA will:** ● Ensure that consistent curriculum is procured and maintained for all Mod/Sev teachers by renewing the annual licenses in a timely manner (by August 1st of 2015-16) ● Continue training teachers in web-based curriculum ● Continue training teachers in project based instruction, which promotes the principles of Universal Design Learning (UDL) **State Assessment:** Moderate/Severe Specialist will: ● Spearhead the annual training teachers on the new Common Core aligned Moderate/Severe State test	*P* *P*	*P* *P*	*Renew 100% of Elementary M/M SDCs licenses for web-based Common Core aligned curriculum—which has been modified for the Mod/Sev population* *75 % of K-12 teachers will reach a "Satisfactory" level of implementation of the CCSS alignment* 100% of Moderate/Severe students will participate in the adopted State test in 2016

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PROGRAMS FOR EXCEPTIONAL CHILDREN ROADMAP

	GOAL 1, OBJECTIVE 2, YEAR THREE			
	Objective 2: Develop moderate/severe programs to include consistent curriculum and instruction while providing access to the community, functional living skills, and a positive social-emotional climate.			
Focus	Actions	Responsibility P=primary S=supporting C=collaborating		Benchmark Achievement
		Dist/PEC	Site	
Continue Blended-Learning Model. **Why?** Web based curriculum provides data and differentiated CCSS lessons. Project based instruction promotes self-determination, provides tangible pathway for transition planning for adulthood; and engage students with research based neuro-scientific methods that increase social-emotional domains	**Moderate/Severe Specialist TSA will:** ● Continue ensuring that consistent curriculum is procured and maintained for all Mod/Sev teachers by renewing the annual licenses in a timely manner (prior to the start of the 2016-17 school year) ● Continue training teachers in both web-based curriculum ● Continue training teachers in project based instruction, which promotes the principles of Universal Design Learning (UDL)	P	P	Renew 100% of SDCs licenses for web-based Common Core aligned curriculum—which has been modified for the Mod/Sev population. 100 % of K-12 teachers would reach a "Satisfactory" level of implementation of the CCSS alignment.
The new assessment is a Blended-Model	**State Assessment:** Moderate/Severe Specialist will: ● Spearhead the annual training teachers on the new Common Core aligned Moderate/Severe State test			100% of Moderate/Severe students will participate in the adopted State test in 2017

PROGRAMS FOR EXCEPTIONAL CHILDREN ROADMAP

GOAL 1, OBJECTIVE 3, Y E A R O N E				
Objective 3: Provide necessary technology and training to all teachers and students to support access to curriculum and needed resource				
Focus	Actions	Responsibility P=primary S=supporting C=collaborating		Benchmark Achievement
		Dist/PEC	Site	
Students and staff will demonstrate three consecutive years of improved technological skills **Why?** in order for both students and staff to access web-based curriculum and assessments, every classroom requires internet access and the appropriate equipment	**Partner with district Technology Services department in order to have PEC needs included in all technology services:** ● PEC and Tech Services will designate a liaison for purposes of collaboration ● PEC and Tech Services will collaborate to train teachers on computers and other technology required to perform their duties ● Liaison will work with both departments to create a list of schools lacking full internet service, and provide it to the Tech Services department ● PEC will share the results of their technology survey regarding needs for equipment ● Tech Services department will collaborate with PEC on the procurement of devices, including Chromebooks accessories (headphones, microphones, mice), and Assistive Technology needs	*P/C*	*P/C*	All SPED classroom will be connected to the internet by June of 2015, and have all of the required computers and equipment for instruction. 75% of students who require Assistive technology will have the equipment they require for their education at school

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PROGRAMS FOR EXCEPTIONAL CHILDREN ROADMAP

GOAL 1, OBJECTIVE 3, Y E A R TWO				
Objective 3: Provide necessary technology and training to all teachers and students to support access to curriculum and needed resource				
Focus	Actions	Responsibility P=primary S=supporting C=collaborating		Benchmark Achievement
		Dist/PEC	Site	
Students and staff will demonstrate three consecutive years of improved technological skills **Why?** in order for both students and staff to access web-based curriculum and assessments, every classroom requires internet access and the appropriate equipment	Strengthen the relationship with district technology department in order to have PEC needs included in all technology services: ● Tech department will track gaps in internet service ● PEC and Tech dept will continue collaborating to train teachers on computers and other technology required to perform their duties. ● The liaison will work with both departments trouble-shoot any barriers to full implementation ● PEC will share the results of their technology needs survey regarding needs for equipment ● Tech department will collaborate with PEC on the procurement of devices, including Chromebooks accessories (headphones, microphones, mice), and Assistive Technology need	*P/C*	*P/C*	Any new SPED classrooms will start out connected to the internet, and supplied with the computers and equipment required for instruction. 100% of students who require Assistive technology will have the equipment they require for their education at school, and to complete homework

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PROGRAMS FOR EXCEPTIONAL CHILDREN ROADMAP

GOAL 1, OBJECTIVE 3, YEAR THREE				
Objective 3: Provide necessary technology and training to all teachers and students to support access to curriculum and needed resource				
Focus	**Actions**	**Responsibility** P=primary S=supporting C=collaborating		**Benchmark Achievement**
		Dist/PEC	Site	
Students and staff will demonstrate three consecutive years of improved technological skills **Why?** In order for both students and staff to access web-based curriculum and assessments, every classroom requires internet access and the appropriate equipment	**Partner with district technology department in order to have PEC needs included in all technology services:** ● Tech Services will continue to track gaps in internet service ● PEC and Tech Services will continue collaborating to train teachers on computers and other technology required to perform their duties ● The liaison will continue to work with both departments to troubleshoot barriers to full implementation ● PEC will share the results of the technology survey regarding equipment needs ● Tech Services will collaborate with PEC on the procurement of devices, including Chromebooks accessories (headphones, microphones, mice), and Assistive Technology need	*P*	*S/C* *S*	Any new SPED classrooms will start out connected to the internet, and supplied with the computers and equipment required for instruction. 100% of students who require Assistive technology will have the equipment they require for their education at school, and to complete homework

PROGRAMS FOR EXCEPTIONAL CHILDREN ROADMAP

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

GOAL 1, OBJECTIVE 4, Y E A R O N E				
Objective 4: Increase Internal capacity by increasing staffing and providing sufficient training, ongoing PD, and coaching				
Focus	Actions	**Responsibility** P=primary S=supporting C=collaborating		**Benchmark Achievements**
		Dist/PEC	Site	
Build sufficient staffing to provide effective internal mental health assessments, services, and programs to students with IEPs **Why?** Reduce Non Public Agency (NPA) costs and reliance on contractors	**Hire staff to support Mental Health Programs/Designated Instructional Service (DIS) Counseling** ● Increase School Psychologist staffing by 7 FTE ● Increase Counseling Enriched-Special Day Class (CE-SDC) and Site-based Day Treatment teachers by 2-4 FTE ● Increase CE-SDC Social Workers by 2-4 FTE	P	S	*Identified program staff approved and hired* *NPA costs reduced by 10%*
Create a source of qualified prospective employees with knowledge of OUSD **Why?** Sufficient staff for future	**Create a School Psychology Internship training Program** ● Structure program ● Define supervisory roles and responsibilities ● Collaborate with stakeholders to include program in Coordinating Early Intervention Service (CEIS) Plan	P	S	*Internship program plan approved and integrated into CEIS plan; funding secured*
Build a culture of continuous improvement **Why?** Knowledgeable, skilled, and competent staff to improve programs and effectively serve students with IEPS	**Professional Learning Communities (PLC)** ● Institute *job-alike* Professional Learning Communities (PLC) for Teachers and DIS staff in monthly PD meetings	P	C	*Job-alike* PLCs established in monthly PD

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PROGRAMS FOR EXCEPTIONAL CHILDREN ROADMAP

		Responsibility P=primary S=supporting C=collaboratin		
Focus	Actions	Dist/PEC	Site	**Benchmark Achievements**
<td colspan="5" style="text-align:center">**GOAL 1, OBJECTIVE 4, Y E A R   TWO** Objective 4: Increase Internal capacity by increasing staffing and providing sufficient training, ongoing PD, and coaching</td>

Focus	Actions	Dist/PEC	Site	**Benchmark Achievements**
Build sufficient staffing to provide effective internal mental health assessments, services, and SEL programs to students with IEPs **Why?** Cut NPA costs	**Continue to Build Mental Health Program/DIS Counseling Services staff** ● Add 7 School Psychologists ● Add 2-4 Special Day Class Counseling Enriched (SDC-CE) and Site-based Day Treatment teachers ● Add 2-4 SDC CE Social Worker FTEs	*P*	*S*	Identified Staff hired NPA costs reduced 15% Reduced Referrals for Emotional Disturbance (ED) and Educationally Related Mental Health Services (ERMHS) for Special Education students
Grow source of qualified candidates *Why?* Ensure sufficiently trained Psychologists for future years	**School Psychology Internship Program** ● Advertise and recruit interns from local Universities ● Hire 4 interns ● Evaluate quality of Internship Program	*P*	*C*	School Psychology interns hired Internship Program modifications implemented
Increase capacity *Why?* Generalization of PD learning into practice	**Professional Learning Communities** ● Develop data-driven achievement goals and strategies for differentiated instruction **Coaching** ● Staff-led PLCs develop coaching models (e.g., peer, video-modeling) appropriate to a variety of professional teaching and service practices in collaboration with site/dept. administrator	*P* *P*	*S* *C*	PLC using data to inform instruction and intervention Coaching models developed

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PROGRAMS FOR EXCEPTIONAL CHILDREN ROADMAP

GOAL 1, OBJECTIVE 4, Y E A R THREE Objective 4: Increase Internal capacity by increasing staffing and providing sufficient training, ongoing PD, and coaching				
		Responsibility **P=primary** **S=supporting** **C=collaborating**		
Focus	Actions	Dist/PEC	Site	**Benchmark Achievements**
Build sufficient staffing to provide effective internal mental health assessments, services, and programs to students with IEPs ***Why?*** Reduce Non Public Agency (NPA) costs by eliminating reliance on contractors	**Staffing** ● Increase School Psychologist staffing by 7 FTE ● Increase CE-SDC and Day Treatment teaching staff by 2-4 (8-12 more in total) ● Increase SDC CE Social Worker by 2-4	*P*	*S*	Psychologist FTE approaches NASP recommended ratio Sufficient staff to support projected school Mental Health Program/Services NPA costs reduced by 15%
Grow source of qualified candidates ***Why?*** Ensure sufficiently trained Psychologists for future years	**School Psychology Internship Program** ● Expand number of interns based on program review	*P*	*C*	4 + School Psychology interns hired
Continued training, ongoing PD, and coaching **Why?** Increase capacity and generalize PD learning into practice	**Coaching** ● Coaching models implemented ● Strategies for Differentiated Instruction implemented	*P*	*S*	Peer coaching and PLCs integrated into culture of PEC. PLCS make evidenced-based programming recommendations

PROGRAMS FOR EXCEPTIONAL CHILDREN ROADMAP

	GOAL 1, OBJECTIVE 5, Y E A R ONE			
	Objective 5: Improve programs and services to support social-emotional learning of Special Education students' in the least restrictive environment			
		Responsibility		
		P=primary S=supporting C=collaborating		Benchmark Achievement
Focus	**Actions**	Dist/PEC	Site	
Provide in-house mental health services and behavioral interventions ***Why?*** Maintain students in the least restrictive environment	**Mental Health Services** ● Shift proportion of School Psychologist's activities to mental health services and SEL commensurate with increase in FTE ● Social workers provide consistent DIS counseling services in Counseling-Enriched Special Day Classes	*P*	*S*	*33% of School Psychologists and all Social Workers conduct DIS counseling or 1 skills group for students with IEP related mental health services*
Reduce Special Education referrals of SPED students for Educationally Related Mental Health Services, discipline, and attendance ***Why?*** Ensure access to educational curriculum	**Behavior Consultation** ● School Psychologists expand Collaborative Proactive Solutions (CPS) Program to more sites ● Develop coordinated system for referring students with behavioral challenges to Behavior Analysts/School Psychologists ● Increase support to PEC teachers by School Psychologists, Social Workers, Insights to Behavior & PEC Behavior Analysts for managing challenging student behavior ● Utilize *Insights to Behavior Tool* to develop and monitor student Behavior Support Plans ● Establish communication between School Psychologists, BCBAs, and principals related to monitoring Behavior Support Plans	*P*	*P*	*CPS implemented in 4 additional Counseling Enriched-SDC classes* *Behavioral Referral system implemented* *Classroom Contingency management and behavior support plans consistently developed and monitored*
Professional Development and training in SEL ***Why?*** Develop PEC staff/teacher skills and competencies related to SEL	**Train staff in Evidenced-informed SEL** ● STEPS-A Dialectical Behavioral Therapy (DBT) curriculum/training provided to PEC mental health Staff and teachers ● Collaborate with University partner to implement STEPS-A DBT groups and coaching ● Train PEC staff in Collaborative Proactive Solutions at 4 new sites	*P*	*S*	*50% of CE-SDC/day treatment staff trained in DBT or CPS*

PROGRAMS FOR EXCEPTIONAL CHILDREN ROADMAP

GOAL 1, OBJECTIVE 5, Y E A R TWO				
Objective 5: Improve programs and services to support social-emotional learning of Special Education students' in the least restrictive environment				
Focus	**Actions**	**Responsibility** **P=primary** **S=supporting** **C=collaborating**		**Benchmark Achievement**
		Dist/PEC	Site	
Provide in-house mental health services and behavioral interventions **Why?** Maintain SPED students in Least Restrictive Environment Reduce Special Education referrals for ED and ERMHS, as well as attendance and discipline (suspensions, expulsion)	**Mental Health Services and Supervision** ● Psychologists prioritize direct mental health services to IEP students **Behavior Consultation** ● Collaborative Proactive Solutions (CPS) expanded by School Psychologists ● Increase School Psychologists' participation in Coordination of Services (COST) and Student Success Teams (SST) meetings proportionate to increase in allocated FTE	P p	C C	*66% of School Psychologists provide 1 skills group or DIS counseling to students with IEPs* *Increased # of students with IEPs containing educationally related mental health service receive in-house counseling* *Collaborative Proactive Solutions expanded to 4 more school sites w/ SDC CE programs* *Increased # of Psychologists participating in COST/SSTs*
Professional Development and training in SEL **Why?** Address staff and teacher gaps in skills and competencies	**Evidenced-informed SEL Training** ● STEPS-A DBT curriculum/training provided to PEC mental health Staff and SDC teachers ● Train PEC staff in Collaborative Proactive Solutions at 4 new sites ● PEC liaison collaborates with T & L and BTSA to plan for incorporation of SEL training in summer institute for new PEC teachers	P	C	*90% of SDC CE/day treatment staff trained in SEL instruction (either DBT and/or CPS)* *SEL training plan developed for summer institute*

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related to promotion of SEL	● School Psychologists and Behavior Analysts provide in-class coaching to PEC staff in implementation behavior management strategies			

GOAL 1, OBJECTIVE , Y E A R THREE				
Objective 5: Improve programs and services to support social-emotional learning of Special Education students' in the least restrictive environment				

Focus	**Actions**	Responsibility P=primary S=supporting C=collaborating		**Benchmark Achievement**
		Dist/PEC	Site	
Provide in-house mental health services and behavioral interventions to students qualified for ERMHS *Why?* Maintain SPED students in Least Restrictive Environment by	**Mental Health Services and Supervision** ● Proportion of School Psychologists activities increased to 30% mental health ● 4+ Psychologists supervise 4+ interns providing counseling, counseling, and assessment **Behavior Consultation** ● Collaborative Proactive Solutions (CPS) expanded ● Increase School Psychologists' participation in Coordination of Services (COST) and Student Success Teams (SST) meetings proportionate to increase in FTE ● School Psychologists increase collaboration with Behavior Analysts to develop and monitor student behavior support plans	P P	S C	*90% psychologists provide either 1 social skills group or DIS counseling for students with IEPs* *Increased # of IEP students with educationally related mental health needs receive in-house counseling* *School Psychologists provide CPS consultation at 4 additional CE-SDC classes for a total of 13* *Reduction in number IEP student referrals for higher levels of mental health services*

		P	C	
Professional Development and training in SEL ***Why?*** Develop staff skills and competencies related to SEL	**Evidenced-informed SEL Training** ● STEPS-A DBT curriculum/training provided to new PEC mental health staff and RSP teachers ● Train CE-SDC staff in Collaborative Proactive Solutions at 4 new sites ● Psychologists and Behavior Analysts provide ongoing in-class coaching regarding differentiated behavior management and SEL strategies ● SEL training included in T & L summer institute	P	C	*90% of SDC CE/day treatment staff trained in SEL instruction (either DBT and/or CPS)* *SPED teachers self-selecting to participate in SEL training in summer institute (STEPS-A DBT & CPS)*

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PROGRAMS FOR EXCEPTIONAL CHILDREN ROADMAP

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**

<table>
<tr>
<td colspan="5">GOAL 2, OBJECTIVE 1, Y E A R ONE
Objective 1: Reduction of referrals for assessment of Emotional Disturbance (ED) and Educationally Related Mental Health Services to address disproportionality of ED in OUSD and for African American students</td>
</tr>
<tr>
<td rowspan="3">Focus</td>
<td rowspan="3">Actions</td>
<td colspan="2">Responsibility
P=primary
S=supporting
C=collaborating</td>
<td rowspan="3">Benchmark Achievement</td>
</tr>
<tr>
<td>Dist/PEC</td>
<td>Site</td>
</tr>
<tr></tr>
<tr>
<td>Improved prevention and SEL interventions in general education

<i>Why?</i>
Eliminate disproportionality

Maintain access to the educational curriculum</td>
<td>Pre-referral Prevention Services
● 30% of school psychologist allocated ½ day per site to provide pre-referral SEL education and support to Gen Ed students with challenging behaviors (see Goal 1 Objective 4)

● Collaborative Proactive Solutions (CPS)- Certified School Psychologist each train Gen Ed staff at 1 new site</td>
<td>P</td>
<td></td>
<td><i>30% of psychologists assigned ½ day of prevention service and consultation per site</i>

<i>CPS implemented at 4-6 new sites</i>

<i>Students demonstrate symptom reduction on standardized measures; Improved teachers efficacy on standard measures</i>

<i>Monthly meeting occur</i></td>
</tr>
<tr>
<td>Initiate joint task-force to align services

<i>Why?</i>
Coordination of Resources to effectively serve General Ed students</td>
<td>Social Emotional Learning Task-Force
● Solicit participation of Leadership Curriculum, and Instruction (T&L) and Community Schools, Student Services (CSSS)
● PEC liaison attends monthly meetings
● Identify, review, and evaluate SEL and Positive Behavioral Intervention Services (PBIS)
● Develop criteria for evaluating SEL program efficacy
● Recommend classroom management training program</td>
<td>C</td>
<td>S</td>
<td><i>PEC Task-force Liaison identified</i>

<i>Menu of SEL/PBIS services identified</i></td>
</tr>
</table>

	● Create recommendations regarding adoption of district-wide PBIS program			

GOAL 2, OBJECTIVE 1, Y E A R TWO				
Objective 1: Reduction of referrals for Emotional Disturbance and Educationally Related Mental Health Services to address disproportionality of ED in OUSD as well as African American students identified w/ ED				
Focus	**Actions**	**Responsibility** **P=primary** **S=supporting** **C=collaborating**		**Benchmark Achievement**
		Dist/PEC	Site	
Improved prevention and SEL in general education **Why**: to address disproportionality of ED in OUSD as well as African American students	**Gen Ed Pre-Referral Interventions** ● Expand Collaborative Proactive Solutions (CPS): CPS-certified psychologists work with 1 new school to train other psychologists ● Additional 30% of school psychologist allocated ½ day per site to provide pre-referral SEL education and support to Gen Ed students with challenging behaviors (see Goal 1 Objective 4)Interns provide pre-referral counseling ● Behavior Analysts and School Psychologists collaborate to provide Behavioral Consultation to Gen Ed staff	P P	C S	*Reduction of initial referrals for assessment for Emotional Disturbance and qualification for Emotional Disturbance* *60% of psychologists conducting prevention service, counseling, and teacher consultation ½ at each of their school sites*
Initiate joint task-force to align services *Why?* Coordination of resources to reduce disproportionate discipline and qualification of African-American students as ED	**Social Emotional Learning Task-Force** ● Departments coordinate and align SEL services within a Multi Tiered System of Supports (MTSS) context ● Collaborate to seek support for district – wide Behavioral MTSS	C C	S S	*Established Procedure for schools to select and adopt behavioral intervention programs* *Behavioral MTSS adopted and supported*

PROGRAMS FOR EXCEPTIONAL CHILDREN ROADMAP

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

GOAL 2, OBJECTIVE 1, Y E A R T H R E E Objective 1: Reduction of referrals for Emotional Disturbance and Educationally Related Mental Health Services to address disproportionality of ED in OUSD as well as African American students identified w/ ED				
Focus	**Actions**	**Responsibility** **P=primary** **S=supporting** **C=collaborating**		**Benchmark Achievement**
		Dist/PE C	**Site**	
Increase prevention and SEL Interventions for students with conduct disorders under 504 regulations *Why:* Increase student access to education	**504 Plans** ● Collaborate with CSSS and T & L departments to develop Gen Ed 504 support services to students with conduct disorders at pre-special education (SPED) referral and post-SPED assessment levels to ensure educational access ● Identify General Education funding streams to support students qualifying for 504 accommodations	C	S	*504 services, program options and interventions are in place* *Dedicated General Education 504 Funding stream identified*
Reduce disproportionality in discipline and ED qualification	**Prevention** ● Additional 30% of school psychologist allocated ½ day per site to provide pre-referral SEL education and support to General Education students with challenging behaviors (see Goal 1 Objective 4) ● Expand Collaborative Proactive Solutions by having CPS-certified psychologists work with 1 new school each to train other psychologists and roll out the program			*90% of psychologists conducting prevention counseling and teacher consultation ½ day at each site* *Special Education qualifications for ED and Educationally-related services reduced*

PROGRAMS FOR EXCEPTIONAL CHILDREN ROADMAP

Goal 3: Provide access to optimal, safe, learning environments
Objective 1: Establish effective inclusive models for students with IEP's
Objective 2: Transition students college, career, and community ready.

		GOAL 3, OBJECTIVE 1, Y E A R ONE Objective 1: Establish effective inclusive models for students with IEP's		
Focus	**Actions**	**Responsibility** **P=primary** **S=supporting** **C=collaborating**		**Benchmark Achievement**
		Dist/PEC	**Site**	
A: Create a safe and operable learning environment for all special education students. **Why?** Increase safe and positive teaching and learning environments so meaningful teaching and learning can occur	**Develop facilities standards for all school sites** ● Collaborate with MK Think to develop standards for all SDCs, office and learning spaces ● Review standards in other program/district and new construction development	P	S	*All standards will be reviewed for new programs and construction development in collaboration with Facilities, PEC and School Administrators*
	Gather Current Data ● Create and distribute a survey to all PEC staff to determine needed improvements and technology needs for sites. ● Complete walkthroughs of classrooms with needed updates. ● Work with Facilities to determine timeline for required needs ● Determine budget impact	P	S	
	Improvements to Classrooms and Ongoing Data ● Create a Facilities checklist with highest needs for Year One ● Distribute a facility checklist to all PEC staff at the beginning of each school year ● Complete facility walkthroughs on a yearly basis to ensure current classroom room and office space standards are achieved.	P	S	
B: All PEC programs will be placed throughout the district in an equitable way **Why**? Balance the regions so	**Create a standard for placing and moving programs into school sites** ● Create a standard for how new programs are placed and how current programs are moved. ● Analyze clusters of continuums throughout the district and review types of services needed at each site.	P	S	*Programs will be equally distributed amongst all regions* *Create the least amount of needed movements for*
	School Site Impact ● Create a task force with Principals, PEC teachers and PEC staff to shift current programs and map			

students have access to programs located or close to their home school.	out movements and placements for 15/16 school year. ● Determine budget impact for moves and opening new programs. (FTEs)			*students from one program to another due to lack of continuum*
C: Expansion of seats in general education classrooms Why: Integrate students in the general education setting in a meaningful way	**Expand designated seats in general education classrooms** **to increase access to Common Core and peer socialization.** ● Work with the student assignment office to ensure general education seats for students prior to the start of the school year ● Designate time for special education and general education teachers to collaborate with one another and to develop a PLC. ● Provide training to site leaders and staff on meaningful and appropriate peer socialization.	P	S	*There will be collaboration amongst SAC, PEC, and school sites to provide a meaningful inclusion model*

PROGRAMS FOR EXCEPTIONAL CHILDREN ROADMAP

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

Focus	Actions	Responsibility P=primary S=supporting C=collaborating		Benchmark Achievement
		Dist/PEC	Site	
GOAL 3, OBJECTIVE 2, Y E A R ONE **Objective 2: Transition students college, career, and community ready.**				
A: Support diploma-track students in meeting A-G graduation requirements in total or in part. **Why?** To enhance learning opportunities and mainstream students in A-G coursework with full Linked Learning Pathway participation.	**Program all RSP students and SDC-NSH , ASIP and VI** **Inclusion students in A-G coursework with full Linked Learning pathway participation** ● Discontinue remaining core academic RSP classes at high school level for 2014-15 school year ● Explore starting SDC-NSH Inclusion programs at Middle School, and expanding high school sites for 2015-16 school year. ● Full RS/NSH Inclusion Teacher participation with General Educators in Common Core Professional Development starting with Summer '14 and 2014-15 school year. **Increase mainstreaming of SDC-NSH students as High Schools adopt 4 x 2 block scheduling with enhanced course offerings** ● 9th and 12th grade seminars and Advisory/SEL components ● A-G Science and Social Science Mainstreaming, including Linked Learning Pathway coursework ● Full SDC-NSH Teacher participation with General Educators in Common Core Professional Development starting with Summer '14 and 2014-15 school year	P	S	*10th and 11th grade SDC-Inclusion students at Skyline are all in Academies, and all SDC-Inclusion students there have full A-G access. Most HS RSP programs provide push-in support and Study Skills pull-out.* *Oakland High, CCPA, and Oakland International mainstream students for A-G social science and science courses.*
B: Successfully align special education student cohorts with Linked Learning pathways throughout the District. *Why?* Enhance learning opportunities for	**Prepare for full RSP/NSH Inclusion Linked Learning pathway participation for 2015-16 school year.** ● Reconcile student choice with Special Education cohort support needs in presenting available pathway options. ● Assign special educators to one Linked Learning pathway. (Possibly as grade-level cohort at larger schools). ● Shared conference periods and professional development for collaborative pathway	C	C	*10th and 11th grade SDC-Inclusion students at Skyline are all in Academies, two choices out of three per grade level.*

special education students and explore possibilities for student access to Linked Learning Pathways.	teams, inclusive of assigned special educators. **Explore possibilities for partial Linked Learning pathway participation for students requiring separate SDC classes as determined by their IEPs.** ● Contextualize within differentiation of coursework for other students requiring ELL, remediation, enrichment or credit recovery. ● Align Special Ed cohorts with specific pathways, maximizing pathway course participation amidst directed mainstream support. ● Shared planning time and professional development for collaborative pathway teams, inclusive of assigned special educators.	*C*	*C*	*Oakland High increasing SDC-NSH student access to Linked Learning pathways.*
C: Develop successful transition plans for students, whether receiving a certificate of completion, or graduating with a high school diploma. ***Why?*** Successful transition plans will effectively provide families and students with a long term plan after high school.	**Build Special Education capacity to write and implement meaningful Individual Transition Plans.** ● Recognize centrality of ITP for IEP development for high school students and young adults. ● Integrate ITP training with teacher training for new SEIS system ● Case Manager collaboration with Career Transition Specialists assigned to six original high schools with other schools in SELPA supported by PEC central office. **Align ITP with graduation plan in hand for general education students.** ● Develop common document for graduation planning consistent with special education mandates. ● Shared planning time and professional development for career transition	*P* *P*	*S* *C*	Teachers being trained in SEIS system for IEP development. Dialogue with T & L and High School Tactical Team for closer alignment of special education mandates with district procedures.

	specialists with their gen ed and agency counterparts. ● As general ed graduation planning moves into middle schools, consider starting ITP process in 8th grade.			

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 1: Create structures for meaningful family and community engagement
In order to create a culture of shared purpose and relational accountability to raise student achievement for students with disabilities, we must intentionally create spaces and structures for on-going family and community engagement among families and PEC district and site based staff. We must be in "Right Relationship" with each other, prioritizing trusting relationships that empower families to advocate and support their children's education and are based on student needs.

Objective 2: Develop systems for data informed decision making and accountability for outcomes
We must build a comprehensive data management system that integrates all Special Education technologies and processes, supported by a strong data culture. Meaningful, accurate, and accessible data creates opportunities for authentic engagement, and is a cornerstone of effective strategies and accountability for continuous improvements. Our data management system must be able to expose issues, identify trends, and support special education programs and services that:
● Meet the goals and objectives of students' IEPs
● Raise overall student achievement
● Promote inclusion in general education
● Improve ability to meet A-G requirements
● Increase access to post -secondary and career opportunities

GOAL 4, OBJECTIVE 1, Y E A R O N E Goal 4, Objective 1: Create structures for meaningful family and community engagement				
Focus	**Actions**	**Responsibility** **P=primary** **S=supporting** **C=collaborating**		**Benchmark Achievement**
		Dist/PEC	**Site**	
Build trust, mutual accountability, and shared responsibility	**SPED Family Engagement Specialists** ● Create Special Education Family Engagement Specialist job description; create and fill position **Direct Support for Families**	*P*		*Family Engagement Specialist position has been created and filled. Family &*

PROGRAMS FOR EXCEPTIONAL CHILDREN ROADMAP

Why? *Establish foundation of shared purpose and relational accountability to collaboratively realize quality improvements*	● Develop and disseminate parent friendly special education handbook in multiple languages that explains in plain language, procedures, parent rights, how parents can get help, how placements are made, etc. ● Develop and conduct parent workshops on IEP basics, providing step-by-step orientation ● Provide consistent and effective logistical communication and data/info support to the CAC so that it can fulfill all of its mandated functions **Build District Wide Capacity** ● Develop and provide professional learning opportunities for site and PEC staff about the District-wide Family Engagement Standards and how to engage and build relationships with families of students with disabilities	*P* *O*	*S* *S*	*Community Engagement strategies and listed priority actions are in place, and a workplan for their implementation has been approved by Deputy Chief, PEC*
Establish structures to support family involvement *Why?* *Centrally provided structures and supports facilitate consistency, efficiency and equity*	**Home Language Translation and Interpreting** ● Provide translation and interpreting for all families that need it ● Create and fill two special education Translation Specialist positions. Hire one Spanish translator and one Chinese translator (Cantonese speaking). **Site Based SPED Parent Community Groups that Engage with Teachers and Staff** Design and pilot site-based structures and support for parents to participate in peer support, to engage with teachers and staff, to learn from workshops and speakers, and to advocate for special education improvements. The increased need is for parent-focused spaces, and conversations that will benefit teachers as well **Options Brochure** ● Include SPED program information and available site specific PEC supports in Options Schools Guide	*P* *C* *P*	*C*	*Two Translation Specialist positions will have been created and filled. Capacity to translate IEPs, interpret at meetings with families, and translate relevant PEC parent materials has improved.*

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PROGRAMS FOR EXCEPTIONAL CHILDREN ROADMAP

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

	GOAL 4, OBJECTIVE 1, Y E A R T W O Goal 4, Objective 1: Create structures for meaningful family and community engagement			
Focus	**Actions**	**Responsibility** **P=primary** **S=supporting** **C=collaborating**		**Benchmark Achievement**
		Dist/PEC	Site	
Build trust, mutual accountability, and shared responsibility *Why?* *Establish foundation of shared purpose and relational accountability to collaboratively realize quality improvements*	**Build District Wide Capacity** ● Conduct Train the Trainer workshops where site based family engagement staff and/or other key site staff learn to lead IEP parent orientation workshops from curriculum developed in Year One. ● Provide professional learning for site based family engagement staff across the district to become knowledgeable about special education and how to support families of students with IEPs ● Site based family engagement staff provide support for individual students' issues and needs with support from District SPED Family Engagement Specialist	*P* *P* *S*	*C* *C* *P*	30% of site based family engagement personnel in the district participate in at least one professional learning workshop
Establish structures to support family involvement *Why?* *Centrally provided structures and supports facilitate consistency, efficiency and equity*	**Home Language Translation and Interpreting** ● Create 1 additional Translation Specialist position. Hire one Spanish translator. **Site Based SPED Parent Community Groups** ● Assess pilot conducted in Year One; develop and implement plan to scale-up increasing number of participating schools **Inquiry Based Family Engagement** ● Assess baseline special education family engagement practice, set goals for development and monitor progress. Use standardized school/ agency based survey that addresses topics such as information, communication and relationship building, individual advocacy for student achievement, equity and participation in decision making, and academics **Develop CAC** ● Expand CAC into a site based representation model where every school has a consistent liaison with the CAC.	*P* *C* *P* *P*	 *C* *S* *S*	25% of schools have convened a SPED Parent Community Groups

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PROGRAMS FOR EXCEPTIONAL CHILDREN ROADMAP

Goal 4, Objective 1: Create structures for meaningful family and community engagement

	GOAL 4, OBJECTIVE 1, Y E A R T H R E E			
Focus	**Actions**	**Responsibility** P=primary S=supporting C=collaborating		**Benchmark Achievement**
		Dist/PEC	Site	
Build trust, mutual accountability, and shared responsibility ***Why?*** *Establish foundation of shared purpose and relational accountability to collaboratively realize quality improvements*	**Site Based SPED Parent Community Groups** ● Provide topical workshops for families of special education students. For example, a topic might be student transitions from pre-K to K, elementary school to middle school, and middle school to high school. ● SPED Family Engagement Specialist collaborates with site Parent Community Groups to develop workshop curricula and train site based family engagement personnel to present workshops and provide technical assistance in service of group goals and needs **Expand participation of special education families in existing structures** ● Increase the number of special education families participating in regional family engagement summits and district wide parent conferences and site based common core workshops. ● Provide information and learning opportunities on topics of particular interest to parents of students with disabilities at regional and district SpEd specific parent summits and conferences	*S* *P* *C* *P*	*P* *S* *C*	*System is in place to track participation of parents of students with disability in district wide conferences and summits*

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		Dist/PEC	Site	
Establish structures to support family involvement ***Why?*** *Centrally provided structures and supports facilitate consistency, efficiency and equity*	**Dispute Resolution** ● Articulate and communicate the system to handle and resolve disputes related to provision of special education program and services and document the rate and success of its use	*P*		*Findings from Cycle of Inquiry have informed family engagement strategies*
	Inquiry Based Family Engagement ● Continue to assess special education family engagement practices, follow-up on goals, and continue with cycle of inquiry. Through a cycle of inquiry, PEC and CAC will consider all assessment data during SELPA development. Continue to use standardized school based survey.	*P*	*S*	
	Develop CAC ● Develop informational materials and topical workshops for families of special education students that CAC representatives can replicate and share back at their school sites.	*C*	*C*	

GOAL 4, OBJECTIVE 2, Y E A R O N E				
Goal 4, Objective 2: Develop systems for data informed decision making and accountability for outcomes.				
Focus	**Actions**	**Responsibility** **P=primary** **S=supporting** **C=collaborating**		**Benchmark Achievement**
		Dist/PEC	**Site**	
Fully implement SEIS as the technology for centralized management and storage of IEPs and Special Education ***Why?*** *Ensuring that all technologies are set up to provide accurate, complete, consistent and timely data is critical to effective SPED management*	**Assess transition from DA to SEIS** ● Review deployment of SEIS ● Plan and implement any needed adjustments and corrections	*P*	*S*	*Successful transition to SEIS*
	Train New Teachers & Specialists in SEIS	*P*	*C*	
	Fully Implement 2-Way Integration between SEIS and Aeries	*P*		

Build effective and comprehensive SPED data management system
 	
Why?
Data across related technologies must be synchronized to inform strategic questions and influence practice
	SPED Analytics and Research Specialist
	● Create Special Education Analytics and Research Specialist job description; create and fill position
	
	Comprehensive Understanding of Special Education data and data technologies
	● The Special Education Analytics and Research Specialist will develop a detailed understanding of SEIS, AERIES, CASEMIS, the data contained, how systems are related, and how information is translated and synchronized
	● Describe a comprehensive, integrated overarching special education data management system
	● Assess data quality and identify causes of compromised quality
	● Articulate steps necessary to build the system and identify extant and potential obstacles
	
	Shared Vision for Data That Influences and Informs Practice
	● Work with PEC Leadership Team to create a shared vision for data use, along with the values, goals and practices that reflect that vision
	
	Develop Project Plan and Timeline
	● Describe a comprehensive, integrated overarching special education data management system
	● Identify steps to build the system, including
	   − Defining and documenting business rules for data governance
	   − Systematizing streamlined and efficient data entry and consumption processes
	   − Procedures to ensure accuracy, completeness, and consistency of data (including for data cleanup, if necessary)
	   − Planning to manage change
	
	Implement System
	● Engage stakeholders to develop a strong data culture
		P
		
		P
		
		P
		
		P
		
		P
				Special Education Analytics and Research Specialist position has been created and filled. Project plan for building Special Education Data Management System is in place, and has been approved by Associate Superintendent of PEC.

	● Communicate changes; provide training for staff to effectively execute changes			
Accountable for Quality ***Why?*** *We must be accountable for multifaceted student success and accept shared responsibility to prepare all students for college and careers, including those currently outside the sphere of success*	**Targeted Balanced Score Card** ● Create a Special Education Balanced Score Card that is aligned with the District Balanced Score Card with metrics and goals that consider the unique experiences and needs of Students with Disabilities and are meaningful for that population. ● Conduct study drawing on research, current and trend data, and district and PEC priorities to establish SMART Goals specific to Special Education that do not compromise rigor and high expectations. **Special Education Alignment with School Quality Review (SQR)** ● Collaborate with School Quality Review Team of QAA to elaborate an approach to evaluate how schools are living up to School Quality Standards through the lens of Special Education.	*P* *C*	*S* *C*	*A Special Education Balanced Score Card aligned with the District Balanced Score Card has been developed*

GOAL 4, OBJECTIVE 2, Y E A R T W O				
Goal 4, Objective 2: Develop systems for data informed decision making and accountability for outcomes.				
Focus	**Actions**	**Responsibility** **P=primary** **S=supporting** **C=collaborating**		**Benchmark Achievement**
		Dist/PEC	**Site**	
Build effective and comprehensive SPED data management system ***Why?*** *Data across related technologies must be synchronized to inform strategic questions and influence practice*	**Execute Project Plan for Data Management System** ● Evaluate progress to date ● Continue with Roll-Out with course corrections and process improvements ● Continue to engage with stakeholders with ongoing training and support	*P*		*Year 2 project plan for building comprehensive SPED data management will incorporate findings from evaluation*
Accountable for Quality	**Identify priority questions**			*A Special Education Data Dashboard has*

Why? *We must be accountable for multifaceted student success and accept shared responsibility to prepare all students for college and careers, including those currently outside the sphere of success*	● What are the burning questions that must be answered in order to improve outcomes for Students with Disability? ● Incorporate data related to priority questions into a Special Education Data Dashboard	*P*	*C*	*been designed and disseminated, with routines in place for ongoing production*
	Reporting ● Maintain distinction between compliance reporting and data analytics and research tasks ● Clarify groups of students for whom reports will be generated: students in district schools, all students in SELPA, etc. ● Generate meaningful and accurate standard reports and analyses to answer strategic questions and make data-informed decisions that drive continuous improvements in Special Education	*P*	*C*	
	Research ● Conduct studies to answer more complex questions ● Review performance and achievement data to identify effective special education practices and strategies in OUSD, and analyze potential for replication and scalability.	*P*	*C*	

GOAL 4, OBJECTIVE 2, Y E A R T H R E E				
Goal 4, Objective 2: Develop systems for data informed decision making and accountability for outcomes.				
Focus	**Actions**	**Responsibility** **P=primary** **S=supporting** **C=collaborating**		**Benchmark Achievement**
		Dist/PEC	**Site**	
Continually improve SPED data management system ***Why?*** *Data must be usable across related systems to inform strategic*	**Assess Development of Data Management System** ● Evaluate progress toward achieving data vision, including assessment of integration of data from multiple technologies, growth of data culture, and effectiveness of processes. ● Identify Year 3 priorities for improving SPED data management system ● Continue to engage with stakeholders on using data to inform instruction, programs and services	*P*		*Year 3 priorities for improving SPED data management will incorporate findings from evaluation*

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questions and influence practice				
Accountable for Quality ***Why?*** *We must be accountable for multifaceted student success and accept shared responsibility to prepare all students for college and careers, including those who currently outside the sphere of success*	**Identify priority questions** ● What are the burning questions that must be answered in order to improve outcomes for Students with Disability?	*P*	*C*	*Data is routinely used to make strategic decisions.*
	Reporting ● Maintain distinction between compliance reporting and data analytics and research tasks ● Generate meaningful and accurate standard reports and analyses to answer strategic questions and make data-informed decisions that drive continuous improvements in Special Education	*P*	*C*	
	Research ● Conduct studies to answer more complex questions	*P*	*C*	

Goal #: 5 Hiring and retaining highly qualified staff while increasing central office support

Objective 1: Support effective and timely evaluations by collaborating with other departments to increase accountability, quality instruction and accurately document staff performance
Objective 2: Provide ongoing professional development and opportunities for career advancement
Objective 3: Identify and maintain appropriate staffing ratios in varied programs
Objective 4: Improved recruitment and screening process to ensure qualified and capable staff are placed in each position
Objective 5: Create positions currently filled with non-public agency staff

GOAL 5, OBJECTIVE 1, Y E A R O N E				
Objective 1: Support effective and timely evaluations by collaborating with other departments to increase accountability, quality instruction and accurately document staff performance				
Focus	**Actions**	**Responsibility** **P=primary** **S=supporting** **C=collaborating**		**Benchmark Achievement**
		Dist/PEC	**Site**	
Develop effective evaluation and coaching tools for site administration	**Collaboration between departments** ● Work with Human Resource Department to develop the Framework for Effective Teaching tool and support the piloting of Bloom Board	*P*	*S*	*A task force will finalize Framework for Effective Teaching Tool for PEC*

Why? *To enable site administrators and PEC to maintain high standards of staff performance*	● Work with Labor Relationships and OEA to change the teacher contract language to allow PEC administrators to share the evaluation process with site administrators			*PEC administration participate in contract negotiations*

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PROGRAMS FOR EXCEPTIONAL CHILDREN ROADMAP

GOAL 5, OBJECTIVE 1, Y E A R TWO				
Objective 1: Support effective and timely evaluations by collaborating with other departments to increase accountability, quality instruction and accurately document staff performance				
Focus	**Actions**	**Responsibility** P=primary S=supporting C=collaborating		**Benchmark Achievement**
		Dist/PEC	Site	
Complete evaluations on PEC staff consistently and in a timely manner *Why?* *Ensure quality staff and increase accountability*	**Timely Evaluations** ● Share evaluation responsibilities with site administrators ● Evaluate all PEC administrators and teachers on special assignment	*P*	*C*	*Evaluations on 35% of PEC staff at all levels*

GOAL 5, OBJECTIVE 1, Y E A R T H R E E				
Objective 1: Support effective and timely evaluations by collaborating with other departments to increase accountability, quality instruction and accurately document staff performance				
Focus	**Actions**	**Responsibility** P=primary S=supporting C=collaborating		**Benchmark Achievement**
		Dist/PEC	Site	
Complete evaluations on PEC staff consistently and in a timely manner *Why?* *Ensure quality staff and increase accountability*	**Consistent Evaluations** ● Timely, quality evaluations completed consistently with all staff: administrators, teachers and paraprofessionals	*P*	*C*	*75% of all PEC staff have been evaluated*

PROGRAMS FOR EXCEPTIONAL CHILDREN ROADMAP

		GOAL 5, OBJECTIVE 2, Y E A R O N E		
		Objective 2: Provide ongoing professional development and opportunities for career advancement		
Focus	**Actions**	**Responsibility** P=primary S=supporting C=collaborating		**Benchmark Achievement**
		Dist/PEC	Site	
Provide stipends for medical procedures, additional training and certifications ***Why?*** Develop current staff to begin eliminating contracted staff	**Training and Certifications** ● Develop a plan to train Aides to Special Education to administer DIASTAT by student and school site and train staff ● Contract non-public agency to train district staff to be Crisis Prevention Intervention (CPI) trainers **Professional Learning Community** ● Support job-alike teachers in developing a Professional Learning Community (PLC) by providing monthly Professional Development (PD) for all teachers	P	S	*Plan complete and ready to implement* *PEC will have 12 CPI trainers* *PLC initiated with monthly PD*

		GOAL 5, OBJECTIVE 2, Y E A R TWO		
		Objective 2: Provide ongoing professional development and opportunities for career advancement		
Focus	**Actions**	**Responsibility** P=primary S=supporting C=collaborating		**Benchmark Achievement**
		Dist/PEC	Site	
Training and professional development ***Why?*** *Develop the capacity of current district staff at all levels*	**Career advancement opportunities** ● Work with labor relations and employee unions to develop a behavioral aide training and stipend ● Get union and board approval for behavioral aide stipend ● Monitor training and progress of DIASTAT and evaluate staff ● Train district employees in CPI, targeting moderate/severe **Coaching models** ● Develop a peer-coaching model for special education teachers in collaboration with site administrators.	P	C	*Stipends created for behavioral aide* *Staff trained in DIASTAT and CPI resulting in reduced NPA costs* *Peer-coaching model successfully created*

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GOAL 5, OBJECTIVE 2, Y E A R T H R E E				
Objective 2: Provide ongoing professional development and opportunities for career advancement				
Focus	**Actions**	Responsibility P=primary S=supporting C=collaborating		**Benchmark Achievement**
		Dist/PEC	Site	
Generalize skills learned in PD to classroom and site ***Why?*** *To improve the quality of PEC teachers*	**Peer coaching** ● Train staff on a peer-coaching model for special education teachers in collaboration with site administrators. **Training** ● Develop a plan and train staff to become behavioral aides, beginning with sites/students who currently are supported with non-public agency ● Continue to monitor DIASTAT ● Train school safety officers, site administrators and mild/moderate staff where needed in CPI	*P* *P*	*C* *C*	*Teacher trained in peer-coaching* *NPA costs are reduced by 25%*

GOAL 5, OBJECTIVE 3, Y E A R O N E				
Objective 3: Identify and maintain appropriate staffing ratios in varied programs				
Focus	**Actions**	Responsibility P=primary S=supporting C=collaborating		**Benchmark Achievement**
		Dist/PEC	Site	
Develop and utilize assessment tools to determine individual student and program staffing needs ***Why?*** Develop current staff to reduce contracted staff	**Assessment** ● Train additional staff to complete the Temporary Additional Adult Support (TAAS) Assessment ● Audit current 1:1 aides and student need **Class Size** ● Establish hard and soft caps for mild/moderate, moderate/severe and inclusion programs **Student Projections** ● Complete student projections prior to budgeting to ensure that needed staff are included	*P*	*S*	*Staff trained on TAAS* *Class sizes determined by program* *Student projections completed by January*

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Work with site administrators to ensure that programs are supported and substitutes provided when necessary	**Improved Substitute Coverage** ● Budget and create replacement teacher UPC codes (4-5 positions) to cover long-term leave of absences ● Develop a contingency plan with teachers and site administrators in the event that a substitute is not available ● Support teachers to develop a substitute binder, which will include items such as class list, seating arrangements, schedules, individual IEP goals and behavior support plan, rules and routines.			*Replacement teachers hired (4-5 positions)* *Consistent substitute plans in every special education classrooms*
Develop a collaborative model that supports site staff in providing authentic inclusive experiences for all students	**Release Time and Professional Development** ● Provide release time to inclusion teachers and general education teachers to allow for collaboration and planning ● Develop participation plans for individual students to communicate the purpose of their inclusive experiences and track progress on IEP goals ● Conduct monthly professional development among inclusion staff to allow for collaboration between school sites and grade levels ● Meet with site administrators at monthly regional meetings to strategize inclusion opportunities at their individual sites			*Organization key created for release time* *Participation plan created and utilized by all special education teachers* *Professional development created and implemented* *PEC staff attend regional meetings regularly*

PROGRAMS FOR EXCEPTIONAL CHILDREN ROADMAP

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

GOAL 5, OBJECTIVE 3, Y E A R TWO				
Objective 3: Identify and maintain appropriate staffing ratios in varied programs				
Focus	**Actions**	**Responsibility** **P=primary** **S=supporting** **C=collaborating**		**Benchmark Achievement**
		Dist/PEC	**Site**	
Assessment and ongoing monitoring of student needs *Why?* *Provide staffing in accordance with student needs* *Provide training and a system of monitoring implementation and develop standards of communication* *Social skills curriculum to support students generalize skills their general education settings*	**Assessment** ● Provide a coaching model for the TAAS, which includes taking inter-observer data to determine consistency of assessment results ● Conduct TAAS on students who currently have a 1:1 aide assigned to determine ongoing need **Training and Communication** ● Behavioral team develops a plan of support for classrooms in the event of staffing difficulties for long-term leaves ● Provide training to substitute teachers and support staff (boot camp) on ongoing basis ● Develop and maintain a communication system to keep all parties informed of progress and needs **Curriculum and Instruction** ● Determine and purchase curriculum (social skills and executive functioning) for students in full-inclusion settings to be used consistently between programs ● Develop and provide school-wide professional development at school sites with mild/moderate inclusion programs	*P*	*C*	*TAAS assessments are conducted consistently* *Students served in the Least Restrictive Environment (LRE)* *Training and support model created and implemented* *Communication system established* *Curriculum purchased* *Professional development occurs on monthly basis*

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		Responsibility		
		P=primary S=supporting C=collaborating		
Focus	**Actions**	Dist/PEC	Site	**Benchmark Achievement**

<table>
<tr>
<td colspan="5" align="center">GOAL 5, OBJECTIVE 4, Y E A R O N E
Objective 4: Improved recruitment and screening process to ensure qualified and capable staff are placed in each position</td>
</tr>
<tr>
<td rowspan="3">Improve recruitment, candidate screening and onboarding processes

<i>Why?</i>
Improve recruitment and expand candidate pools

Development of well defined roles and responsibilities

Recruit special education teachers to encourage new applicants to Oakland</td>
<td>Policies and Procedures
● Meet with HR to review OUSD recruitment procedures and policies, and brainstorm innovative recruitment techniques
● Create internship program between Transition Partnership Program and Human Resources; select appropriate OUSD students to participate as interns and complete yearly internship program
● Develop procedures between Human Resources and Programs for Exceptional Children to check candidate references, EAF completion and submission of selected candidates to HR for on-boarding process.</td>
<td align="center"><i>P</i></td>
<td align="center"><i>S</i></td>
<td><i>Creation of protocols for HR functions</i></td>
</tr>
<tr>
<td>Refine Job Descriptions
● Review current job descriptions, updating with clear, specific duties and responsibilities
Recruitment</td>
<td align="center"><i>P</i></td>
<td align="center"><i>S</i></td>
<td rowspan="2"><i>Accurate and specific job descriptions</i>

<i>Increased participation by PEC staff in the recruitment efforts</i></td>
</tr>
<tr>
<td>● Utilize Transition Partnership Program to assist in recruitment techniques and practices; allowing Special Education students internship opportunities
● Special educators attend and help to staff tables/booths at employment fairs/hiring events</td>
<td align="center"><i>P</i></td>
<td align="center"><i>S</i></td>
</tr>
<tr>
<td>Provide opportunities for special educators to regularly network</td>
<td>Recognition
● Develop an opportunity to recognize the achievement of individuals or groups in a manner that is public and celebratory
● Actively participate in district recognition programs such as "Honoring Our Own" and Teacher of the Year</td>
<td align="center"><i>P</i></td>
<td align="center"><i>S</i></td>
<td><i>PEC Awards for Excellence</i>

<i>Increased participation by PEC staff</i></td>
</tr>
</table>

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PROGRAMS FOR EXCEPTIONAL CHILDREN ROADMAP

GOAL 5, OBJECTIVE 4, Y E A R TWO

Objective 4: Improved recruitment and screening process to ensure qualified and capable staff are placed in each position

Focus	Actions	Responsibility P=primary S=supporting C=collaborating		Benchmark Achievement
		Dist/PEC	Site	
Increased scope of recruitment efforts	**Recruitment** ● Partner with local colleges to encourage internships and field studies ● Create an OUSD special education brochure prominently featuring OUSD special educators ● Provide each candidate with a copy of the salary schedule as well as a description of the benefits provided by OUSD			*Internship agreement and selection rubric* *Brochure created*
Why? Refine policies and procedures to be effective and efficient	**Protocols and Procedures** ● Review and refine (as needed) procedure between Human Resources and Programs for Exceptional Children to complete on-boarding process.			*Written procedure for on-boarding candidates*
Provide opportunities for special educators to network	**Networking** ● Start and monitor a Blog to encourage educators, specialists, and therapists to share experience and to address issues			*Teacher blog*

GOAL 5, OBJECTIVE 4, Y E A R T H R E E

Objective 4: Improved recruitment and screening process to ensure qualified and capable staff are placed in each position

Focus	Actions	Responsibility P=primary S=supporting C=collaborating		Benchmark Achievement
		Dist/PEC	Site	
Transparency with candidates **Develop Intern program**	**Recruitment** ● Supply each candidate with a schedule of planned professional development for the school year ● Create application for college partnership recruitment program, distribute to colleges, interview and select interns **Networking** ● Establish a mentoring program to link new employees with experienced employees	*P*	*S*	Recruitment materials Application created Mentoring program and panel initiated

Provide mentoring and training opportunities	● Create an OUSD Special Education panel to serve as an advisory board regarding educational materials, policies, and procedures			

PROGRAMS FOR EXCEPTIONAL CHILDREN ROADMAP

GOAL 5, OBJECTIVE 5, Y E A R O N E				
Objective 5: Create positions currently filled with non-public agency staff				
Focus	**Actions**	**Responsibility** P=primary S=supporting C=collaborating		**Benchmark Achievement**
		Dist/PEC	**Site**	
Develop positions by collaborating with other central office departments **Why?** Replacing NPA staff with district staff will be more cost efficient while providing a higher level of service and accountability	**Job Descriptions** ● Work collaboratively with HR to develop job descriptions for a Board Certified Behavior Analyst (BCBA), Licensed Vocational Nurse (LVN) and Registered Nurse (RN) ● Vet job descriptions with Labor Relations and Unions ● Gain Board approval for the job descriptions **Budget** ● Develop plan to replace NPA staff with district staff for year 2 ● Budget for 3 BCBA's, 25 LVNs and 2 RNs.	*P*	*S*	*Job descriptions complete* *Budget complete with new positions*

GOAL 5, OBJECTIVE 5, Y E A R TWO				
Objective 5: Create positions currently filled with non-public agency staff				
Focus	**Actions**	**Responsibility** P=primary S=supporting C=collaborating		**Benchmark Achievement**
		Dist/PEC	**Site**	
Select candidates	**Recruitment/Hire** ● Post positions, recruit and identify chosen candidates	*P*	*S*	*Candidates hired for positions*

Goal #6: Improve district compliance by 40% as measured by reduced settlement costs and compensatory awards for: Office of Administrative Hearing due process requests, California Dept. of Education compliance complaints and OCR special education complaints.

Objective 1: Improve district special education compliance through a more efficient response to complaints by 40%

Objective 2: Utilize both prevention and intervention strategies to address identified compliance deficiencies.

Objective 3: Create systems and procedures that support compliance across the district for all special education stakeholders.

GOAL 6, OBJECTIVE 1, Y E A R O N E				
Objective 1: Improve district special education compliance through a more efficient response to complaints by 40%.				
Focus	**Actions**	**Responsibility** P=primary S=supporting C=collaborating		**Benchmark Achievement**
		Dist/PEC	**Site**	
Develop a professional learning community of special education administrators and support staff that informs sites on compliance issues **Why?** Reducing the cost of resolving special education legal issues	**Site Communication System for Special Ed Complaints** ● Create communication between Special Education Compliance Department and sites ● Sites and Compliance Unit meet to review compliance process, timelines and due process expectations **Annual Cost Tracking of Settlements and Complaints** ● Develop detailed spreadsheet of costs and exposures per case ● Examine trends to determine patterns of non-compliance and settlement costs ● Hypothesize possible litigation strategies to reduce costs and exposures that lead to complaints **Legal Round-Table to Review Pending Litigation** ● Discuss possible root causes for non-compliance and educate staff on issues related to procedural violations	*P* *P* *P*	*C*	*PEC and sites will have met to discuss cases as complaints are file* *Data collection system will be developed reflecting an analysis of costs* *Minutes from the Legal Round Table will reflect decisions regarding special education Cases.*

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Why? PEC administrator roles and responsibilities require refinement for handling legal issues	**Establish a Point of Contact for Special Education Legal Issues** ● Create communication protocol for Special Education Administrators regarding contacting outside legal counsel	*P*		*Established internal policy to present legal issues to Executive Directors*
	Define PEC Administrator Legal Roles and Responsibility ● Develop a professional learning community that supports compliance among PEC leadership	*P*		*Leadership meetings that reinforce compliance education and collaboration with district and PEC legal teams*

GOAL 6, OBJECTIVE 1, Y E A R TWO				
Objective 1: Improve district special education compliance through a more efficient response to complaints by 40%				
Focus	**Actions**	**Responsibility** **P=primary** **S=supporting** **C=collaborating**		**Benchmark Achievement**
		Dist/PEC	**Site**	
Develop a professional learning community of special education administrators and support staff that informs sites on compliance issues **Why?** Reducing the cost of resolving special education legal issues	**Realign Legal Representation for PEC** ● Conduct a cost benefit analysis of the merits of special education legal costs **Independent Mediator to Resolve Complaints** ● Contract with an independent mediator proficient with alternative dispute resolution techniques **Professional Development for PEC Administrators** ● Fund attendance at symposia that address current changes in the law and legal compliance issues ● Explore attendance at LRP Legal Conference **Facilitated IEP Trainings** ● New PEC administrators and program specialists receive training on conducting Facilitated IEPs ● PEC administrators / program specialists apply Facilitated IEP knowledge manage difficult cases with specific sites	*P* *P* *P* *P* *P*		*Cost analysis of reduction in cost using district funded legal support vs. private legal firms.*

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PEC administrator roles and responsibilities require refinement for handling legal issues	**Trainer of Trainers Model to Manage Compliance** ● Assign designated leadership staff to conduct trainings for program specialists			*PEC Administration attendance at legal symposiums, conferences and trainings.*

GOAL 6, OBJECTIVE 1, Y E A R T H R E E			
Objective 1: Improve district special education compliance through a more efficient response to complaints by 40%.			
Focus	**Actions**	**Responsibility** **P=primary** **S=supporting** **C=collaborating**	**Benchmark Achievement**
		Dist/PEC | **Site**	
Develop a professional learning community of special education administrators and support staff that informs sites on compliance issues *Why?* The district has experienced many legal challenges over the past few years that have resulted in increased costs to resolve the compliance issues	**Explore ways to decrease district special education attorney fees** ● Identify steps to build a systemic process to settle cases with fewer resources **Contract with independent mediation firm** ● Review proposals of mediation firms ● Select firm and develop an annual contract **PEC administrators address systemic compliance deficits with site administrators** ● Corrective action site training conducted with support from PEC administrators	P C P P C	*Mediation firm contract is in place, and has been approved by Deputy Chief, PEC*

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PROGRAMS FOR EXCEPTIONAL CHILDREN ROADMAP

		Responsibility		
		P=primary S=supporting C=collaborating		
Focus	**Actions**	**Dist/PEC**	**Site**	**Benchmark Achievement**

<table>
<tr><td colspan="5">GOAL 6, OBJECTIVE 2, Y E A R O N E
Objective 2: Utilize both prevention and intervention strategies to address identified compliance deficiencies.</td></tr>
</table>

Focus	Actions	Dist/PEC	Site	Benchmark Achievement
Professional development for teachers to address compliance standards ***Why?*** To improve monitoring of IEP compliance, and rectify areas of concern as it applies to IEP development, service delivery and quality instruction.	**Professional development** ● New teacher Summer Institute focused on compliance and SEIS trainings reviews ● Increase monthly professional development that address compliance related issues **Build capacity to monitor IEP compliance** ● Develop detailed spreadsheet of non-compliant IEPs ● Examine individual teacher data to determine patterns of non-compliance and procedural errors. ● Institute mandatory PD for IEP completion rates of 85% or lower **Release time for Resource Specialists and Speech and Language pathologists with caseloads that exceed limits.** ● Provide substitutes or extra duty to teachers who assist RS and SLPs with over caseload IEPs or assessments	*P* *P* *P* *P* *P*	 C C S	*Documented new teacher attendance at Summer Institute and SEIS trainings.* *Detailed system of monitoring compliance. Compliance Unit training sessions.* *Initial referral timelines met by 100%*
Increase capacity of focus team to support compliance efforts ***Why?*** To establish protocols and support processes to meet all **c**ompliance requirements using qualified focus staff personnel.	**Utilize focus team members to address compliance situations** ● Use focus team members to augment the capacity of the department to address workload overages	 *P*	 S	*Noncompliance due to absence and leave reduced by 40%*

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PROGRAMS FOR EXCEPTIONAL CHILDREN ROADMAP

		GOAL 6, OBJECTIVE 2, Y E A R TWO		
		Objective 2: Utilize both prevention and intervention strategies to address identified compliance deficiencies.		

Focus	Actions	Responsibility P=primary S=supporting C=collaborating		Benchmark Achievement
		Dist/PEC	Site	
Professional development for teachers to address compliance standards *Why?* To improve monitoring of IEP compliance, rectifying areas of concern as it applies to IEP development, service delivery and quality instruction	**Trainers of Trainee Model to support SEIS and IEP Compliance** ● District program specialist and teachers trained to support teachers displaying challenges in meeting compliance indicators ● Oakland Education Association collaboration with PEC on the feasibility of special education staff release days	*P* *C*	*C*	*Documentation of professional development activities addressing compliance standards*
Increase capacity of focus team to support compliance standards *Why?* To establish protocols and support processes to meet all compliance requirements using qualified focus staff personnel	**Increase focus team support staff** ● Recruit, hire and train additional focus team members ● Explore use of focus team members to monitor caseloads and provide case management for vacancies, extended absences and/or leaves **Evaluation of focus team process** ● Evaluate effectiveness of focus team support for IEP development and assessments ● Investigate the costs and benefits of the focus team process	*P* *P*	*C* *C*	*Noncompliance due to absence and leave reduced by 80%*

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PROGRAMS FOR EXCEPTIONAL CHILDREN ROADMAP

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

GOAL 6, OBJECTIVE 3, Y E A R ONE				
Objective 3: Create systems and procedures that support compliance across the district for all special education stakeholders				
Focus	**Actions**	**Responsibility** P=primary S=supporting C=collaborating		**Benchmark Achievement**
		Dist/PEC	**Site**	
Bolster the capacity of PEC central office to ensure quality digitized records ***Why?*** To create a digitized records system that will support the maintenance and management of special education records.	**Digital Records System** ● PEC will digitize all special education records, including the psychological files, ERMHS assessment reports and other pertinent records ● Efficient maintenance and management of these records is required up to 7 years after a child exits or graduates from a special education program ● Due to inaccuracy and non-compliance of files and records, digitized records will support a reduction in costly legal proceedings and settlements **Recruit, hire and train additional temporary records** **room clerk** ● Select and hire an additional temporary clerk to organize, review and prepare records for digitization	*P* *P* *P*	*C*	*Complete and accurate records maintained with 97% accuracy*
Special Education Procedures Manual ***Why?*** Increasing access to knowledge about special education programs, services and compliance issues	**Direct Support for non-compliance** ● Publish and promulgate the use of a special education procedures manual ● Provide staff development on the use of the procedures manual **Maintain and Revise on Procedures Manual** ● PEC Staff will update and revise the Procedures Manual	*P* *P*	*P* *P*	*Procedures Manual published and placed on the PEC website*

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