SPECIAL EDUCATION FRAMEWORK PRESENTATION

Oakland Unified School District

DATE: June 26, 2013

Presentation by:

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AGENDA

1. REVIEW PROCESS AND DEVELOPMENT OF FRAMEWORK

2. KEY FINDINGS

3. RECOMMENDATIONS

4. IMMEDIATE ACTIONS

5. URGENT NEXT STEPS - SUMMER

6. NEXT STEPS- 2013-2014

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COMMUNITY SCHOOLS, THRIVING STUDENTS- ALL MEANS ALL

❑ IN JUNE 2011, OUSD COMPLETED A DISTRICT STRATEGIC PLAN *COMMUNITY SCHOOLS, THRIVING STUDENTS*.

❑ THE STRATEGIC PLAN WAS ALIGNED TO THE VISION AND MISSION WHICH WAS INTENDED TO INCLUDE ALL STUDENTS.

❑ THE STRATEGIC PLAN LACKS FULL CONSIDERATION OF ENSURING THAT "ALL STUDENTS" TRULY INCLUDES STUDENTS WITH SPECIAL NEEDS.

❑ IN SPRING, 2012 THE OUSD BOARD OF EDUCATION RECOGNIZED THE NEED TO DEVELOP A SPECIAL EDUCATION STRATEGIC PLAN ALIGNED WITH THE DISTRICT'S STRATEGIC PLAN.

❑ THROUGHOUT 2012-2013 THERE WAS A COMPREHENSIVE REVIEW OF OPERATIONS IN THE SPECIAL EDUCATION DEPARTMENT AS WELL AS A BROAD STAKEHOLDER ENGAGEMENT PROCESS TO ASERTAIN THE STRENTHS, ISSUES AND CHALLENGES WITH THE PROGRAM FOR EXCEPTIONAL CHILDREN.

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STAKEHOLDER ENGAGEMENT – FOCUS GROUPS AND SURVEYS

SITES

5 Teacher Focus Groups (44+); 1 OEA SPED Caucus (7); Surveys-716; 6 Site Leader Focus Groups in (100+); Classified Staff-To Be Arranged

CENTRAL OFFICE

LCI-1 LCI Admin. Focus Group (6); 2 PEC/LCI Joint Focus Group (35); 1 FSCP Admin. and Staff Focus Group (11); Insight Overview- (17); 4 RAD (5), 10 Budget; 3 Student Placement/Technology (8)

PARENTS AND COMMUNITY

8 Parents/Families and Community Focus Groups-(104+); 8 CAC (20); Surveys-523; 5 SPED Task Force Meetings-(12)

PEC

1 Specialist Meetings, 9 Administrator Individual Conversations, 6 Coordinator Meetings-(22)

Over 1500 STAKEHOLDERS' 2012-13 INPUT

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❑ OUSD began working on the development of the Special Education Framework in the spring.

❑ The Special Education Framework:
  - ❑ is informed by an analysis of student performance data and research,
  - ❑ includes a summary of findings gathered from multiple community engagement activities (focus groups, surveys, etc.) and a review of Special Education operations and compliance,
  - ❑ includes immediate next steps for summer and the 2013-14 school year, as well as
  - ❑ a set of recommendations that will start to define the components of the Special Education Strategic Plan to be developed during the 2013-14 school year.

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PROGRAM FOR EXCEPTIONAL CHILDREN - DEPARTMENT STAFF

- Knowledgeable
- Highly Capable
- Dedicated
- Persistent
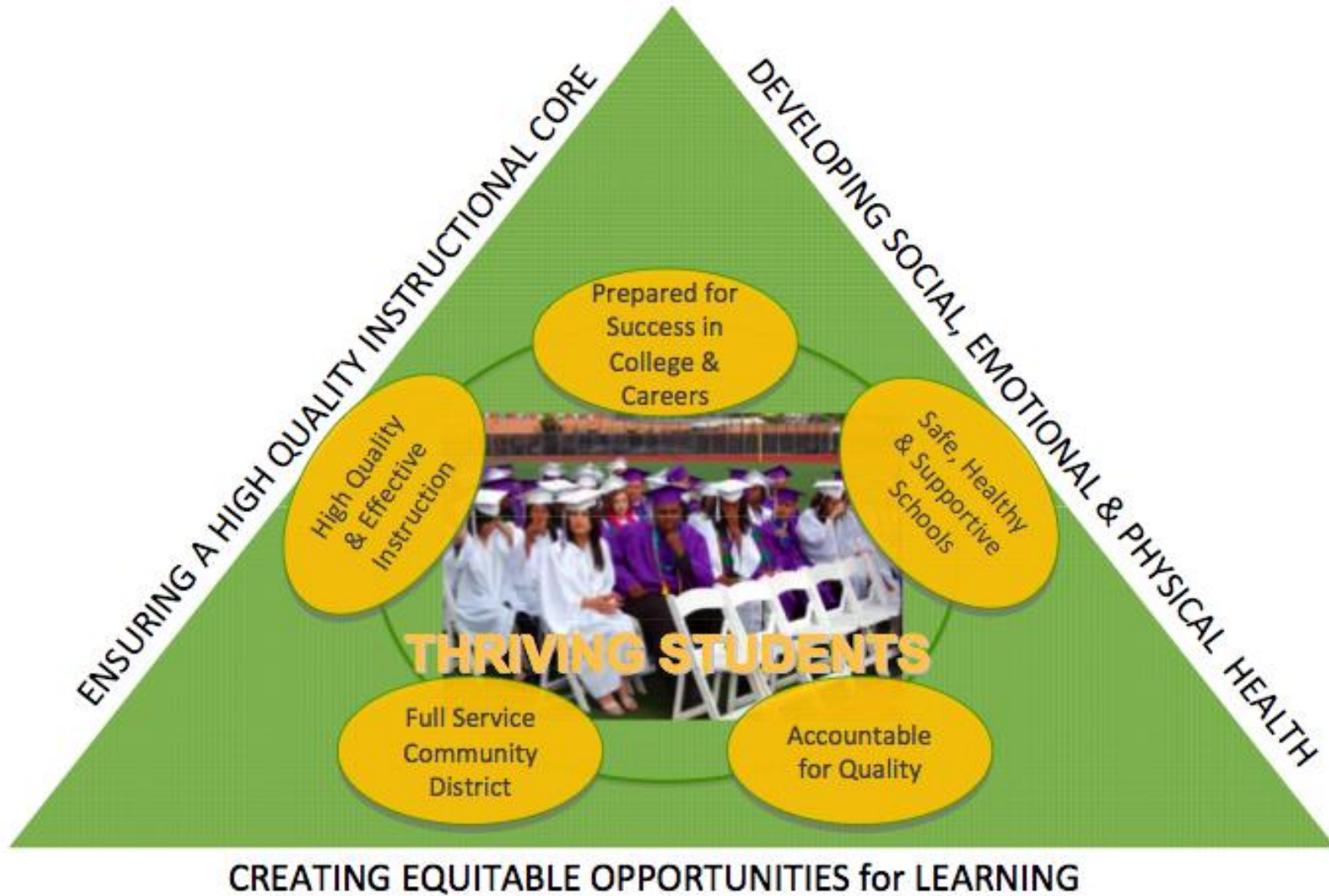- Passionate
- Caring
- Conscientious
- Resilient

PROGRAM FOR EXCEPTIONAL CHILDREN - PROGRAMS

- Aspergers Syndrome Inclusion Program
- Reading Clinic
- Identified classrooms at all levels
- Inclusion programs at identified sites
- Professional Learning Communities at identified sites

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FINDINGS – SYSTEMIC AND CRITICAL

- ❑ Lack of behavioral and academic interventions prior to referrals for special education assessment/eligibility. A clear and coherent system-wide Response to Intervention (RTI) framework for behavior and literacy is needed
- ❑ Limited implementation of high quality instruction aligned to standards
- ❑ Uneven deep knowledge and capacity to support high risk students and students with disabilities
- ❑ Inadequate resource allocation for instructional materials, assessment, technology and professional development
- ❑ Lack of clear policies and procedures
- ❑ Poor communication and data management systems
- ❑ Lack of consistent knowledgeable leadership and accountability

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The OUSD *Community Schools, Thriving Students* Model

ENSURING A HIGH QUALITY INSTRUCTIONAL CORE

DEVELOPING SOCIAL, EMOTIONAL & PHYSICAL HEALTH

Prepared for Success in College & Careers

High Quality & Effective Instruction

Safe, Healthy & Supportive Schools

THRIVING STUDENTS

Full Service Community District

Accountable for Quality

CREATING EQUITABLE OPPORTUNITIES for LEARNING

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MAJOR FINDINGS

Goal 1
- A need for staff to understand the social emotional learning needs of students and to be culturally competent
- High number of students placed in mental health programs with a number of students that do not meet eligibility as "emotionally disturbed" placed in mental health programs
- A disproportionate number of African American students identified for special education
- Student behavior plans are not consistently developed, implemented and monitored for appropriate interventions
- A disproportionate number of special education students are referred for suspension and expulsions
- Professional development in classroom management and behavior intervention is lacking
- Inability of PEC to monitor caseloads and class sizes due to the student placement process
- Inability for PEC department to respond in timely fashion to increases to caseloads and class sizes

Goal 2
- Special Education student performance data shows little or no growth and in some areas a decline
- Special Education students are not consistently provided with the core curriculum
- PEC staff has not been included in common core training or planning
- Special Education specialty programs lack consistent implementation of provided curriculum
- There are limited program options for special education students that are not on diploma track to prepare for post secondary and career paths.
- The quality of Special Education programs is inconsistent throughout the district.

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MAJOR FINDINGS

Goal 3
- Historically there has been a lack of recruitment, development, retention and evaluation of high quality special education staff.
- High turnover rate of SPED teachers
- The PEC department lacks consistent procedures to address the staffing issues including filling vacancies
- Hiring and evaluation procedures for SPED staff does not consistently include site administrators
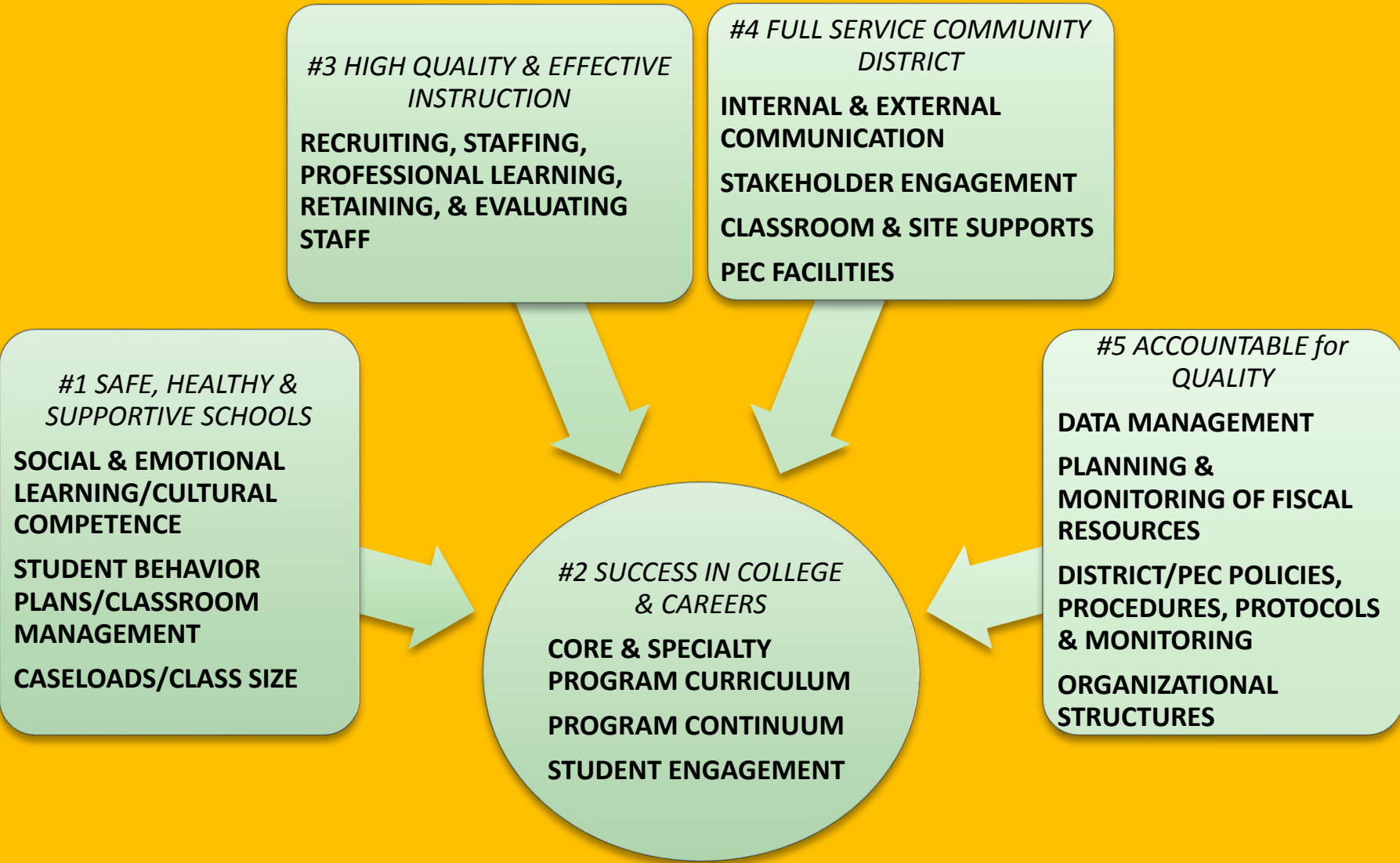- Staffing challenges related to paraprofessionals and highly qualified teachers

Goal 4
- Inter and Intra department communication is severely lacking
- The PEC website does not have current or sufficient information
- PEC information is not readily available or accessible to stakeholders
- Staff, parents and community do not have sufficient methods for connecting with the PEC department leadership
- There are no processes established to receive information and give feedback
- PEC is void of language translation services
- Many special education classrooms lack appropriate instructional and curricular materials, supplies, equipment and resources
- PEC staff do not have the materials and equipment including technology necessary to fulfill their job duties and responsibilities
- School sites receive SPED funding that is 20% of the funding for general education students
- Classroom facilities of some special education classes, programs, and support services are not equitable or appropriate. Some need renovation and/or relocation
- SPED classes are not distributed equitably across the district
- Itinerant special education support staff do not always have an appropriate work space

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MAJOR FINDINGS

Goal 5

- Limited evidence of written policies, protocols and procedures for core PEC functions to include monitoring and communications
- PEC fiscal planning and monitoring needs to be improved
- Some programs and classrooms have been very costly while others have had limited resources
- There is a lack of systems in place to manage data related to staff assignments, student placements, and accurate and timely Individual Education Plans (IEP)
- No system to align budget to services and monitor needs
- The SELPA Local Plan needs additional policies and procedures to ensure consistent operations and oversight throughout special education programs and services
- The PEC Department lacks the organizational structure to manage key functions such as budget, human resources, staffing, student placements and data. While there are hardworking dedicated PEC staff, there are few coordinated efforts or systems to maximize the valuable human capital
- The organizational structures do not have consistent systems to support accountability
- Budget challenges related to services, Medical Billing, Significant Disproportionality, cost of the Counseling Enriched program, legal issues, Non-Public School and Non-Public Agency costs
- Ongoing compliance issues continue to be challenging

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#3 HIGH QUALITY & EFFECTIVE INSTRUCTION

RECRUITING, STAFFING, PROFESSIONAL LEARNING, RETAINING, & EVALUATING STAFF

#4 FULL SERVICE COMMUNITY DISTRICT

INTERNAL & EXTERNAL COMMUNICATION

STAKEHOLDER ENGAGEMENT

CLASSROOM & SITE SUPPORTS

PEC FACILITIES

#1 SAFE, HEALTHY & SUPPORTIVE SCHOOLS

SOCIAL & EMOTIONAL LEARNING/CULTURAL COMPETENCE

STUDENT BEHAVIOR PLANS/CLASSROOM MANAGEMENT

CASELOADS/CLASS SIZE

#5 ACCOUNTABLE for QUALITY

DATA MANAGEMENT

PLANNING & MONITORING OF FISCAL RESOURCES

DISTRICT/PEC POLICIES, PROCEDURES, PROTOCOLS & MONITORING

ORGANIZATIONAL STRUCTURES

#2 SUCCESS IN COLLEGE & CAREERS

CORE & SPECIALTY PROGRAM CURRICULUM

PROGRAM CONTINUUM

STUDENT ENGAGEMENT

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OVERALL RECOMMENDATIONS ALIGNED TO GOALS

GOAL 1 – SAFE, HEALTHY & SUPPORTIVE SCHOOLS
- ❑ Provide professional development on social & emotional learning/cultural competence
- ❑ Provide training and resources to implement student behavior plans and improve classroom management
- ❑ Monitor caseloads and class size

GOAL 2 - SUCCESS IN COLLEGE & CAREERS
- ❑ Analyze student data regularly to inform the continuous improvement process
- ❑ Provide professional development, materials and resources to support implementation of the Common Core & specialty program curriculum
- ❑ Develop Program Continuum options and monitor
- ❑ Provide professional development to support student engagement

GOAL 3 - HIGH QUALITY & EFFECTIVE INSTRUCTION
- ❑ Develop and implement a plan to strengthen recruiting, staffing, training, retaining, & evaluating staff

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OVERALL RECOMMENDATIONS

#4 FULL SERVICE COMMUNITY DISTRICT
- ❑ Develop and implement clear internal & external two-way communication systems
- ❑ Reorganize the PEC Department in order to provide more efficient and consistent service to sites and establish accountability measures
- ❑ Provide on-going stakeholder engagement to inform decisions
- ❑ Provide translation for parents as needed
- ❑ Provide appropriate classroom & site resources, materials and supports
- ❑ Include SPED in Program Placement decisions beginning in fall of each year.
- ❑ Provide PEC programs with appropriate facilities

#5 ACCOUNTABLE FOR QUALITY
- ❑ Establish and implement data management systems to support sites and the PEC Department
- ❑ Develop a plan to maintain an on-going monitoring of fiscal resources including a budget analyst housed at PEC
- ❑ Review, revise and develop as needed District and PEC policies, procedures, protocols & monitoring to ensure quality programs and compliance

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IMMEDIATE ACTIONS

The Strategic Planning process will begin in fall, however, throughout the development of the Framework, there were urgent next steps identified that require immediate resolution.

❑ Establish a new organizational structure that will add stronger authority, oversight and leadership for the Programs for Exceptional Children Department.

❑ Allocate one time strategic improvement funds to bring the Programs for Exceptional Children into compliance and to address:

- ❑ Instructional and assessment materials as well as technology needs
- ❑ Systemic infrastructure for data management
- ❑ Strategic planning and support to provide technical assistance to the leadership and department on critical improvement areas. This will include professional development for paraprofessional and support staff.

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Programs for Exceptional Children 2013-14
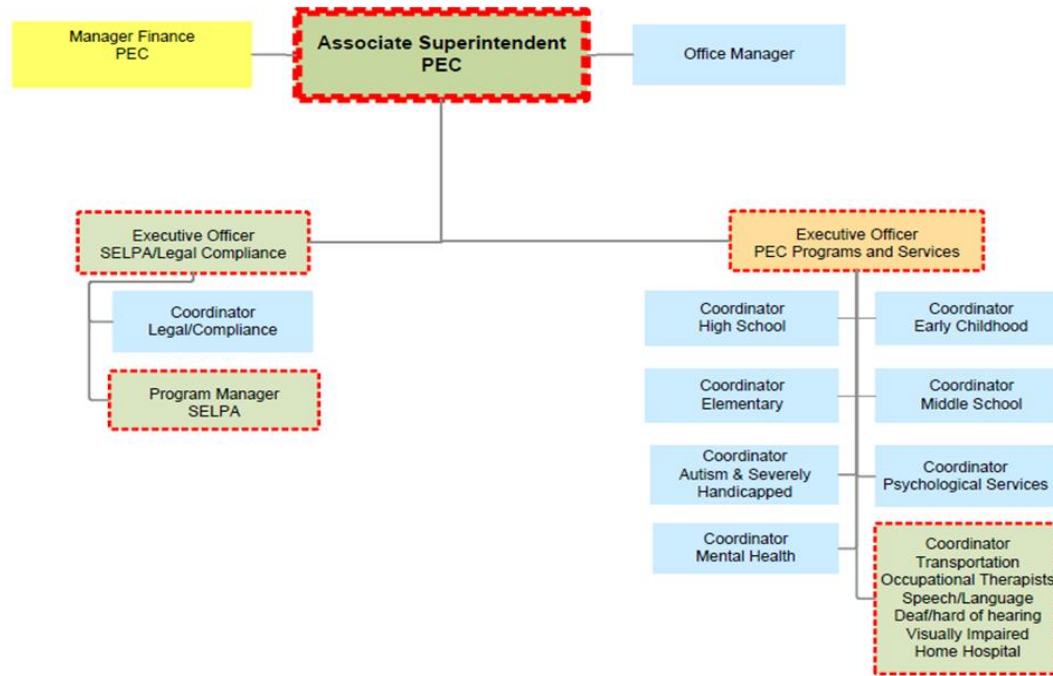
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URGENT NEXT STEPS - SUMMER 2013

- ❑ Provide technical support to the new Executive Director.
- ❑ Hire leaders aligned to the new Program for Exceptional Children (PEC) organizational chart.
- ❑ Provide professional learning for SPED teachers on the core curriculum and literacy and include SPED teachers in on-going teacher leader groups.
- ❑ Develop a focused professional learning plan for schools to address the most critical support needs of the PEC paraprofessionals.
- ❑ Place all students with summer IEPs within 5 days of completion of IEP.
- ❑ PEC staff to develop class rosters for 2013-2014 and place students no later than August 1st and communicate this information to site leaders and staff.
- ❑ Have final class lists to sites two weeks prior to school opening.
- ❑ Identify critical facilities issues for current special education classes and programs that need to be resolved prior to the 2013-14 start of the school year.
- ❑ Review current funded paraprofessional positions and assign to teachers that do not currently have paraprofessionals assigned.
- ❑ Determine the number and the costs to assure every RSP and SDC teacher has an assigned paraprofessional.
- ❑ Develop a District administrator professional learning plan to begin implementation at the beginning of the 2013-2014
- ❑ Update PEC website before the start of the 2013-14 school year.

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NEXT STEPS – School Year 2013- 2014

- ❑ Develop a professional learning plan regarding the OUSD processes and compliance for all new SPED teachers.
- ❑ PEC Department to develop basic organizational structures for basic functions of the department for implementation in the 2013-2014 school year.
- ❑ Post all information related to the development of the framework on the web by the end of September 2013.
- ❑ Provide new classrooms with appropriate resources and provide resources as possible to all special education classrooms.
- ❑ Provide PEC staff with laptops and software.
- ❑ Identify exemplary OUSD teachers and programs for possible consultancies
- ❑ Develop a written process for student success teams and train site leaders and staff.
- ❑ PEC staff to develop descriptions for existing special education programs.
- ❑ Establish a structure for monitoring and projecting possible increases to class size or caseload that would exceed the current guidelines.
- ❑ Develop a written proposal for the 2014-15 school year to fund special education students at a higher rate, closer to the General Ed per pupil allocation to assure sites have the resources to support SPED students.

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The District will work on a Response To Intervention model for academics and SEL (including Behavior Plans)

Develop a strategic planning process with at least five workgroups aligned to findings:

1. Core and specialty curriculum and Social Emotional Learning (including professional learning, teacher leadership and resources/support needed)
2. Policies, protocols and procedures (including data management and two-way internal and external communications)
3. Fiscal management (including classroom and site supports – linked to information provided from the curriculum and SEL workgroup)
4. Program Placement and facilities
5. Human Resources

Stakeholder engagement would be integrated into appropriate workgroups.

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The direct links to the Special Ed materials are:
www.ousd.k12.ca.us/SpecialEdFramework

www.ousd.k12.ca.us/SpecialEdAssessment

BOARD DISCUSSION

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