



## SPECIAL EDUCATION FRAMEWORK PRESENTATION

### **Oakland Unified School District**

**DATE: June 26, 2013**

**Presentation by:**

**Maria Santos, Deputy Superintendent of Instruction, Leadership & Equity-in-Action**

# AGENDA

1. OVERVIEW OF ASSESSMENT AND REVIEW PROCESS
2. PRESENTATION OF THE SPECIAL EDUCATION REVIEW REPORT BY DR. MARILYN SHEPHERD
3. IMMEDIATE NEXT STEPS
4. BOARD DISCUSSION

## 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 STRENGTHS, ISSUES AND CHALLENGES WITH THE PROGRAM FOR EXCEPTIONAL CHILDREN.

# 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**

## DEVELOPMENT PROCESS OF SPECIAL EDUCATION FRAMEWORK

- ❑ 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.

PRESENTATION OF THE SPECIAL EDUCATION  
REVIEW REPORT BY

DR. MARILYN SHEPHERD

### PROGRAM FOR EXCEPTIONAL CHILDREN - DEPARTMENT STAFF

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

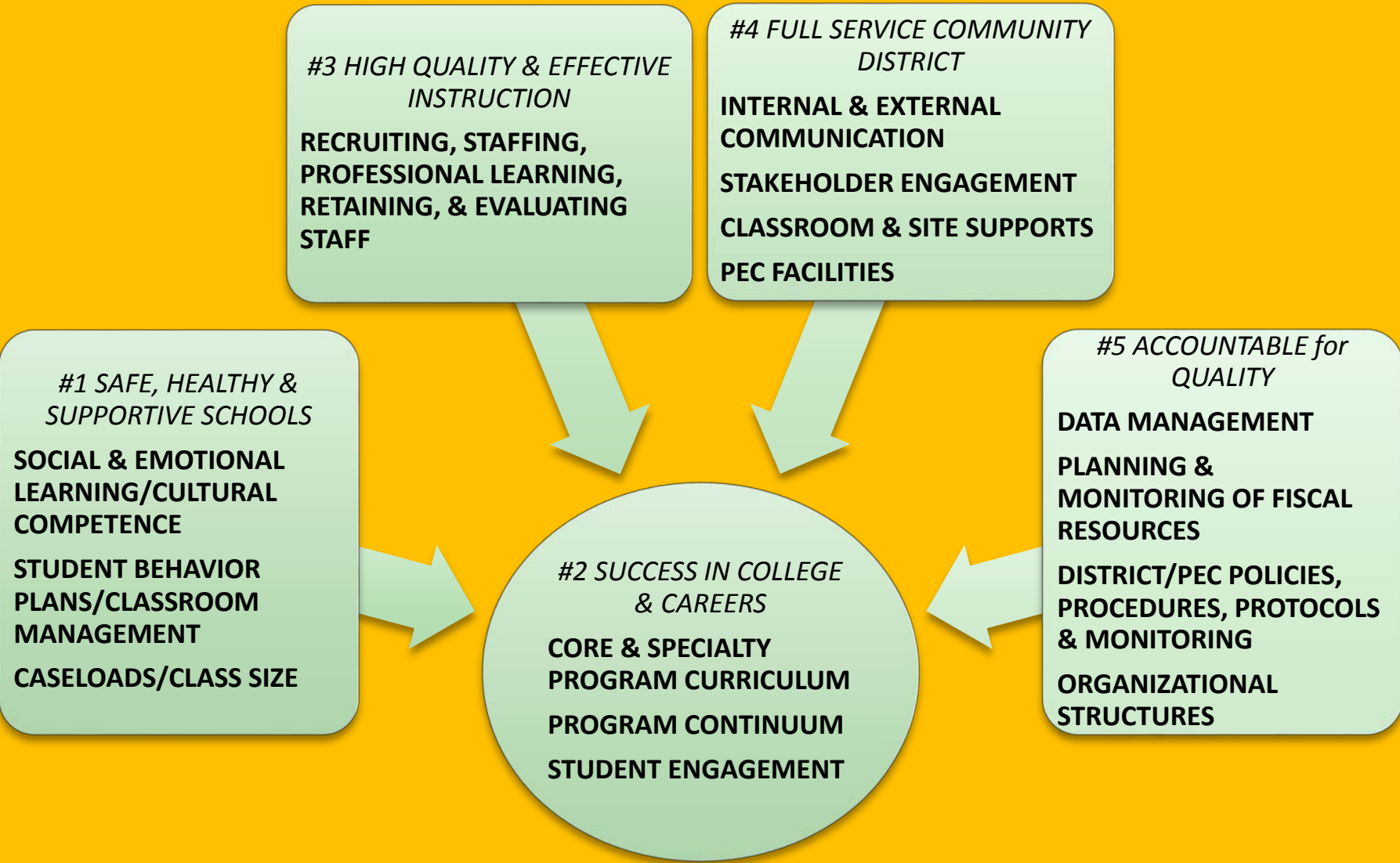
### PROGRAM FOR EXCEPTIONAL CHILDREN - PROGRAMS

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

## 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





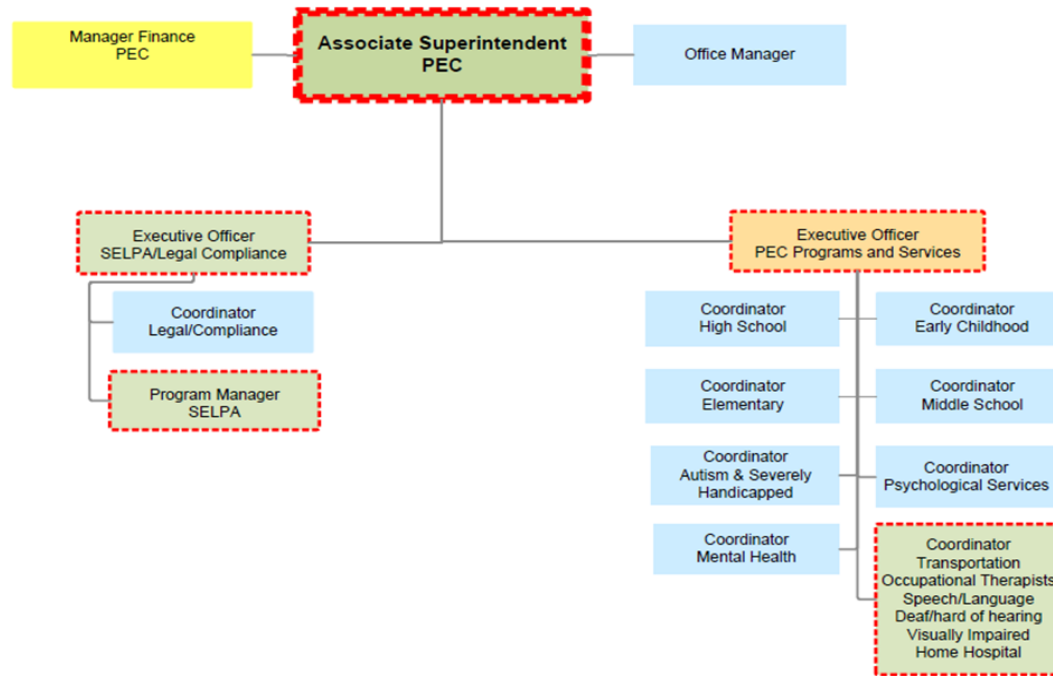
## IMMEDIATE ACTIONS

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.

# New Organizational Structure

## Programs for Exceptional Children 2013-14



- NEW position
- No Change
- Job description change
- Vacancy
- Position transfer

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

The direct links to the Special Ed materials are:

[www.ousd.k12.ca.us/SpecialEdFramework](http://www.ousd.k12.ca.us/SpecialEdFramework)

[www.ousd.k12.ca.us/SpecialEdAssessment](http://www.ousd.k12.ca.us/SpecialEdAssessment)

## BOARD DISCUSSION



OAKLAND UNIFIED  
SCHOOL DISTRICT

*Community Schools,  
Thriving Students*



OAKLAND UNIFIED  
SCHOOL DISTRICT

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