



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

PEC Community Engagement

An OUSD Board Community Meeting



Presented by Sheilagh Andujar and Devin Dillon

Programs for Exceptional Children

April 25, 2016

www.ousd.org



@OUSDnews



Goals

- To provide an Overview of the 3 year Roadmap for Programs for Exceptional Children
- To highlight the work that happened this school year (15-16)
- To share next steps for the coming school year (16-17)

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, schools 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.



PROGRAMS FOR EXCEPTIONAL CHILDREN 3 YEAR ROADMAP 2014-2017

Goal #1



Goal #2



Goal #3



Goal #4



Goal #5



Goal #6



**IMPROVED
STUDENT
PERFORMANCE**

**GENERAL
EDUCATION
COLLABORATION**

**SAFE
LEARNING
ENVIRONMENTS**

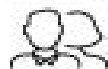
**DATA
SYSTEMS**

**STAFFING
AND
RESOURCES**

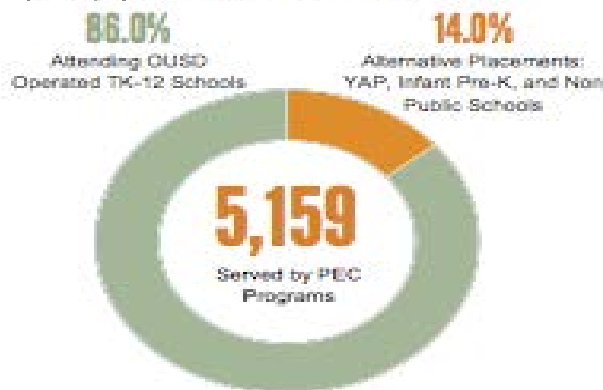
**IMPROVED
COMPLIANCE**

DATA SNAPSHOT 2014-15

STUDENTS WITH DISABILITIES – DATA SNAPSHOT OAKLAND UNIFIED SCHOOL DISTRICT – 2014-15



STUDENTS AND TEACHERS



360 Special Education Teachers in OUSD TK-12 Schools



GRADE-LEVEL READING

Based on the Scholastic Reading Inventory

13.5%

Grade 3

7.0%

Grade 6



ENGLISH LANGUAGE LEARNERS

4.5%

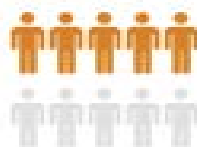
English Language Learner
Fluency Reclassification

7.4%

Long Term English
Language Learner Fluency
Reclassification



GRADUATION & DROPOUT



55.1%

Cohort Graduation Rate



22.9%

Cohort Dropout Rate



COLLEGE & CAREER READINESS

42.7%

College/Career
Pathway Participation

9.6%

A-G
Completion



ATTENDANCE & DISCIPLINE

20.4%

Students Chronically
Absent

93.1%

Students With NO
Suspensions



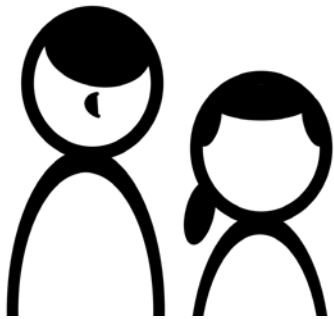
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OUSD Programs for Exceptional Children
1000 Broadway, Suite 300
Oakland, CA 94607



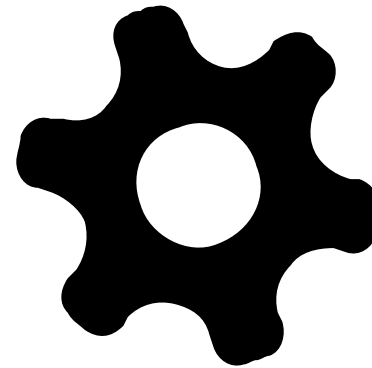
2015-16 Priorities



**Least Restrictive
Environment
Continuum of
Services**



**Professional
Growth and
Development**



**Data, Processes
and Systems**



**Improved
Compliance for
Individual
Education Plans
(IEPs)**



PEC ACTION PLAN



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PRIORITY #1: Least Restrictive Environment Services Continuum



- Promote a shared mindset of embracing inclusive practices for students with disabilities.
- Convene a Task Force to lead a listening campaign and develop an Inclusion Policy and Implementation Framework.
- Identify up to 10 schools to pilot research based inclusion models
- Increase students' access to general education common core aligned instruction and assessment.

PEC Continuum of Services

“The founding principle of the U.S. Individuals with Disabilities Education Act (IDEA) states that a student who has a disability should have the opportunity to be educated in the least restrictive environment (LRE), with non-disabled peers, to the greatest extent appropriate.”

(U.S. Department of Education)

Special
Education
Consultation

Resource and
Inclusion
Programs in
General
Education
Classes

Mild-
Moderate
Special Day
Classes

Moderate-
Severe Special
Day Classes

Home and
Hospital
Instruction

Least Restrictive-----Most Restrictive

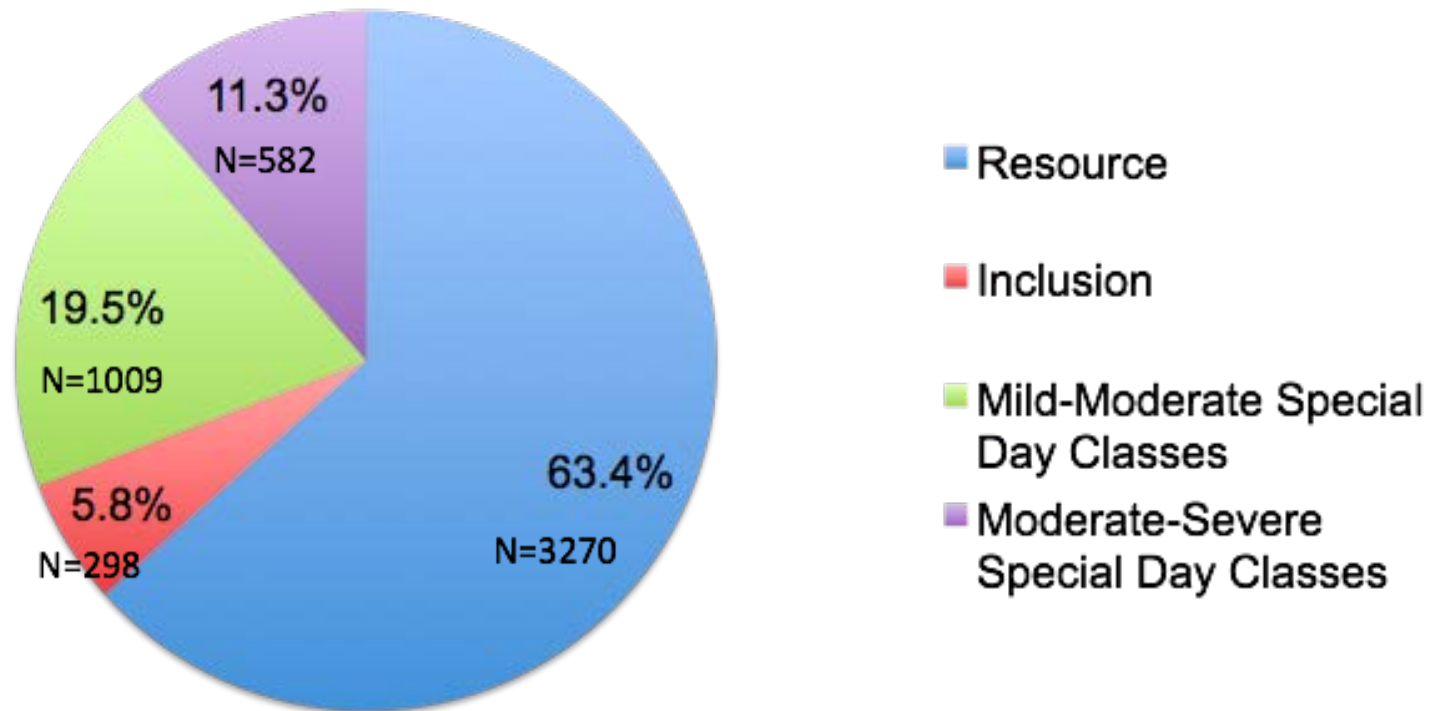


Percentage of students receiving Special Ed Services by Program Type

Program Type	# of Students	% of total students in SPED
Resource in General Education Classes <i>*fully enrolled in general ed classes with pull out support no more than 35% of the time</i>	3270	63.4
Inclusion in General Education Classes <i>*at least 50% of time in general ed classes with targeted supports and remaining time in mild moderate or moderate-severe special day classes</i>	298	5.8
Mild-Moderate Special Day Classes <i>*includes students receiving vision & hearing impaired services and/or in counseling enriched classrooms</i>	1009	19.5
Moderate-Severe Special Day Classes	582	11.3



Number Students by Program Type



Inclusive Practices with Students with Disabilities

What it is ...	What it is not ...
A way to provide full access to the core curriculum in the least restrictive environment for students with mild to moderate disabilities	A way to reduce services and costs for students with disabilities in Programs for Exceptional Children
An approach that benefits both special education and general education students	An unsupported mandate for general education teachers
A way to maximize the knowledge and skills of general education and special education teachers and paraeducators to benefit all students, and provide ongoing professional development and collaboration time for all teachers	A strategy that benefits special education students at the expense of general education students
A way to educate students with mild to moderate disabilities in the least restrictive environment with target supports based on their IEP so that they can graduate college, career, and community ready	A way to eliminate Special Day Classes and other supports for students who need more targeted supports and services

Program Regionalization

Create equitable continuums of service and programs amongst all regions

- Enrollment Projection finalized for the 2016/17 school year
- PEC convened Principals and Network Superintendents to discuss changes to programs on February 18, 2016
- Inclusion sites and PEC will review all Least Restrictive Environment (LRE) packets to determine Mild/Moderate students who will be moving toward Inclusion



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PRIORITY #2: Professional Growth & Development



- Provide professional development on research based inclusive intervention practices
- Train teachers and administrators to use Multi-Tiered System of Supports (MTSS) for both academic and social emotional success
- Use MTSS strategies to reduce the disproportionate identification of African American students in mental health programs.

Multi-Tiered System of Support (MTSS)

Tier 3: Individualized Support

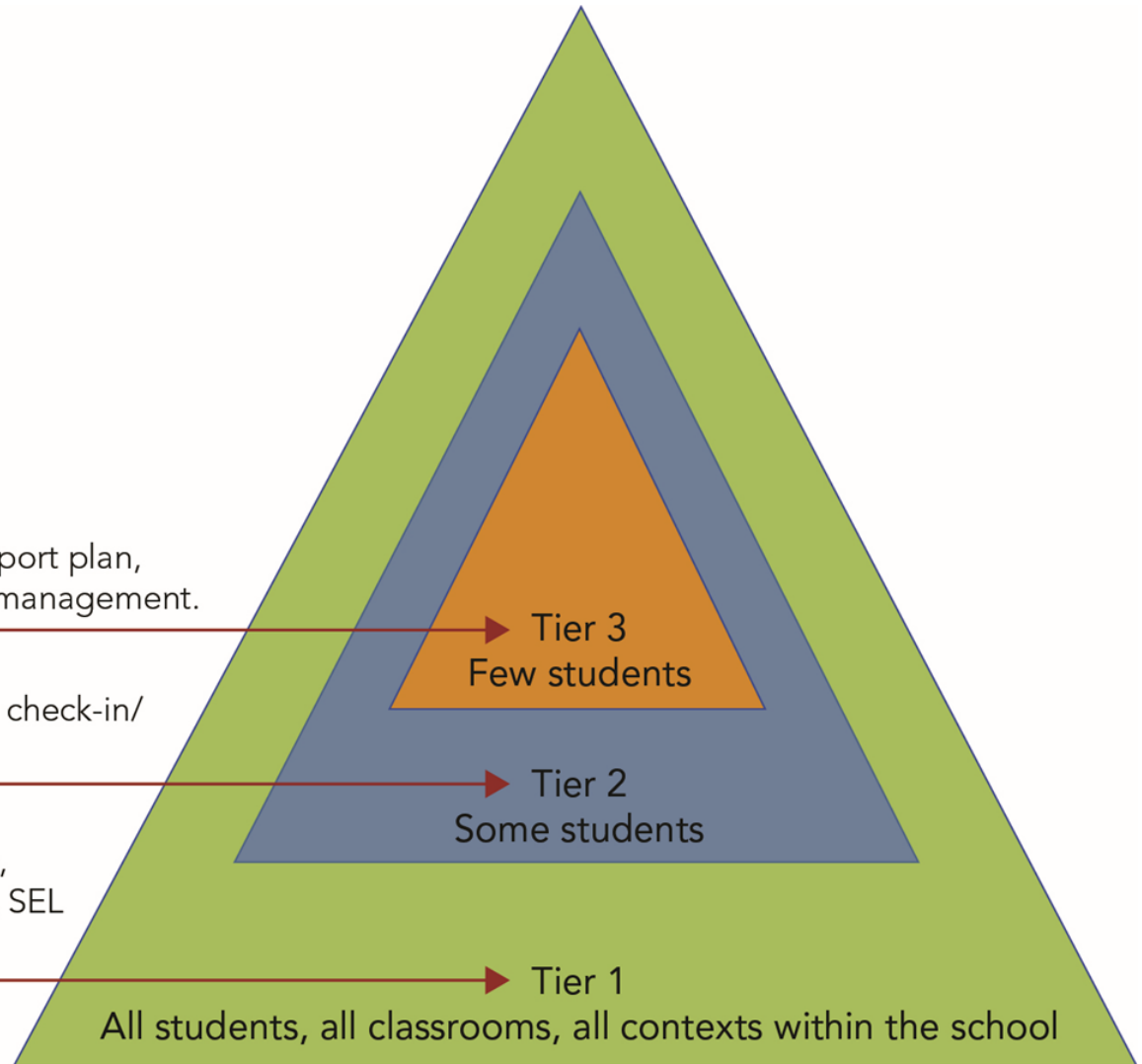
Individual counseling, 504 plan, behavior support plan, family school partnership, wrap-around case management.

Tier 2: Targeted Supports

COST referral, classroom behavioral support, check-in/check-out mentoring, SST, group counseling.

Tier 1: Universal Support

3–5 school-wide positive expectations taught, modeled, narrated, differentiated instruction, SEL integrated at all grades.



Inclusion Task Force Work - Highlights

- Current and new inclusion schools received a two-day training on Inclusive Practices from Stetson & Associates
- The 10 new inclusion schools are undertaking a student-by-student needs analysis process provided by Stetson & Associates
- Current and new inclusion schools will become part of the PBIS cohort in 2016-17
- Current inclusion programs received learning walks from Stetson & Associates
- Task Force members created a parent information letter about inclusion



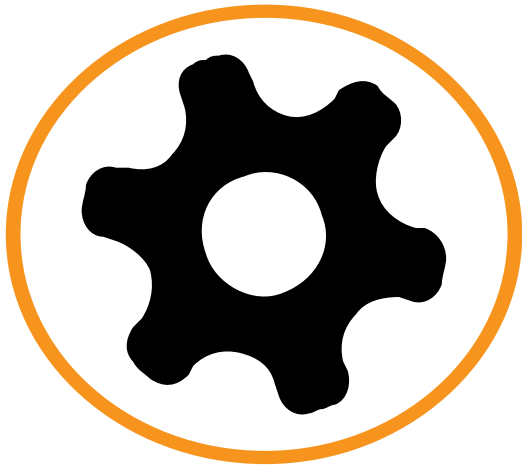


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PRIORITY #3 Data Processes & Systems



- Align Special Education Information System(SEIS) and OUSD student information system (AERIES)
- Improve data management and communication systems
- Update Procedural Manual
- Improve transportation systems for students with disabilities

Teacher Professional Development 2016-17 Next Steps

Teaching & Learning / PEC Collaboration

- Include PEC teachers in communications from Teaching & Learning's Math, ELA, and Science departments
- Provide additional Teaching & Learning training on Universal Design Learning (UDL)
- Provide Teaching & Learning with a Stetson & Associates training on inclusion
- Create a training module for the 10 new inclusion schools for use in the spring to prepare for fall 2016-17 inclusion implementation
- Continue preparations to align SPED and GE teacher professional development



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PRIORITY #4 Improved Compliance for IEPs



- Provide professional development to all PEC certificated staff and school leaders
- Regular tracking and monitoring of upcoming and overdue Individualized Learning Plans
- Create plan for improved State Performance Plan Indicators

Customer Service

Improve effective customer service through the development of new systems and practices that will meet current and future customer needs

- Increase response to all phone calls and emails in 24 hours: Google Sheets log
- Respond to customer's inquiry by referring to the appropriate staff and be sure the task has been addressed and completed
- Update website with detailed information for customers (correct phone numbers and locations of leaders, staff, schools, programs, etc.)
- Install Voice Mail system for improved responsiveness
- Research what it takes to create a Call Center for real time communication



Decentralization Project

The Goal of Decentralization is for all instructional staff, both general ed and special ed, to belong to a school site.

PEC staff will be embraced by the school community. They will be included in professional development and they will be supervised, coached and supported by the principals.

PEC central staff will continue to support schools and PEC staff

What has been accomplished so through collaboration by PEC, HR and Fiscal:

- Analysis of enrollment projections for schools
- Analysis of Resource Specialist Program staffing allocations/needs
- Determination of an appropriate staffing formula
- Creation of a Decentralization Manual for site and central leaders



PEC Leadership Update

- The Council of Great City Schools reviewed our PEC programs and structures and recommended that we combine PEC and CSSS into one department, STUDENT SERVICES. There will be one Deputy Chief over the department and an Executive Director over each specific area of work.
- Executive Director of PEC: Joshua Kim, was selected through a community interview process.
- Executive Director of CSSS: TBD
- Deputy Chief of STUDENT SERVICES: TBD





How are we engaging community moving forward?

- Participate in (or organize) community forums on Programs for Exceptional Children
- Talk to funders about supporting Programs for Exceptional Children
- Speak to the power of inclusive practices
- Volunteer in a PEC classroom
- Keep a Student with Special Needs in mind whenever casting a Board vote



Take the Pledge!



**What is something specific
that you will commit to
doing in service of our
Students with Special
Needs this year?**

EVERY STUDENT THRIVES!



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