



OAKLAND UNIFIED  
SCHOOL DISTRICT  
*Community Schools, Thriving Students*

# Special Education Roadmap



iam OUSD

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# What We'll Cover This Evening

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## Our Goals

The SpEd Roadmap  
and the 'Big  
Rocks' that drive  
our work



## Our Progress

A summary of  
our progress  
toward our  
goals.



## Our Future

Next steps and  
growth areas to  
guide our work to  
come





# Our Kids

The Special Education Department supports the implementation of Individual Education Programs (IEPs) for almost 6,300 students from birth-22.



# Where and how we serve

We are proud to be a full-service school district that welcomes and supports all learners. We support students in:

- Every OUSD public school
- Select charters
- Homes
- Hospitals
- Nonpublic Schools
- Private Schools
- Our Community-Based Young Adult Programs

# Who we are

## Executive Director

Our Executive Director monitors our goal implementation, state/federal compliance, core instructional program, and serves as our SELPA Director.

## Coordinators

Our seven coordinators are certificated administrators who provide direct support to site leaders, manage our PD offerings, and support use of our curricula.



# Who we are

## Instructional Coaches



Our 13 coaches are experienced TSAs who provide direct instructional, behavioral and compliance support to teachers.

## Related Services



More than 150 staff work out of our central office to provide direct service to students, including speech-language services, occupational/physical therapy, counseling, psychological services, etc.

# What is an Individual Education Program (IEP)?

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Simply put, **an IEP is a roadmap** that connects a child's present levels to their goals and aligns services and supports for each goal.



An IEP provides each child that requires Special Education services with the civil right to be educated in an appropriate way and that is the least restrictive manner possible.



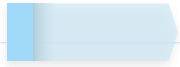
01

# Present Levels

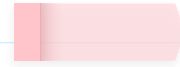
Our progress  
toward key pieces  
of our work



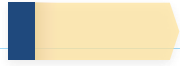
# Our Present Levels



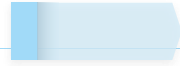
**Literacy**



**Graduation**



**LRE**



**Compliance**



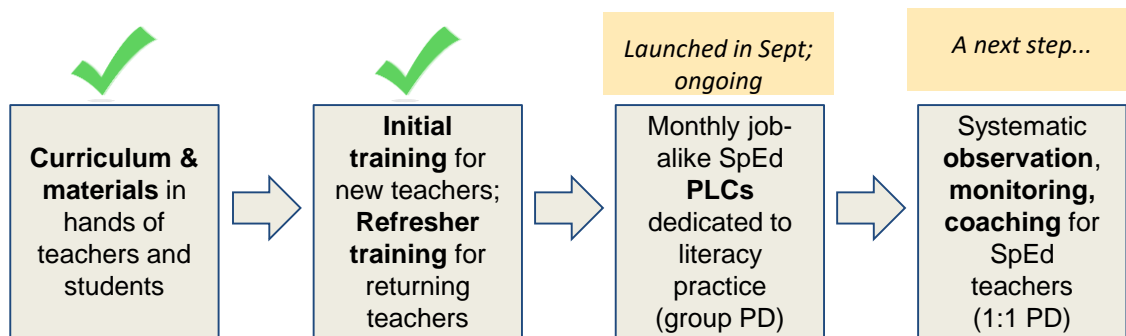
**Staff  
Development  
& Retention**

# Our Present Levels...

## Providing targeted literacy instruction across the continuum

In 2019-20 school year, we focused on rolling out research-based, multisensory literacy intervention curriculum across mild-moderate settings: SPIRE in TK-8 and Language! Live in grades 9-12.

In 2020-21 school year, we are focused on the next phase of implementation in mild-moderate settings. We are also focused on implementation of core replacement curriculum across our moderate-intensive settings: Unique Learning System in PreK through YAP.

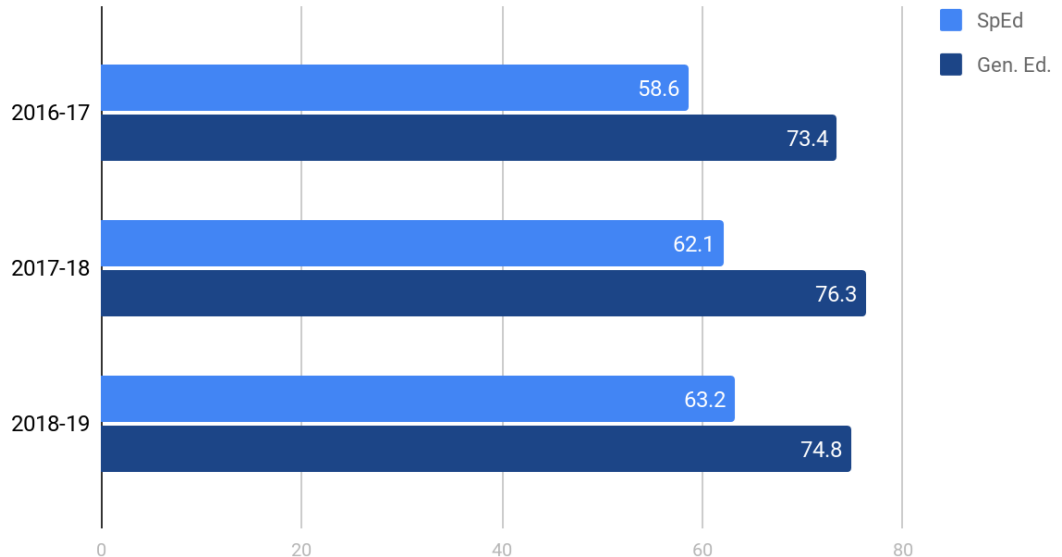


# Our Present Levels...

## Graduation and Post-Grad Outcomes

Graduation rates are increasing yearly

Percentage of Graduates: 4-year cohorts

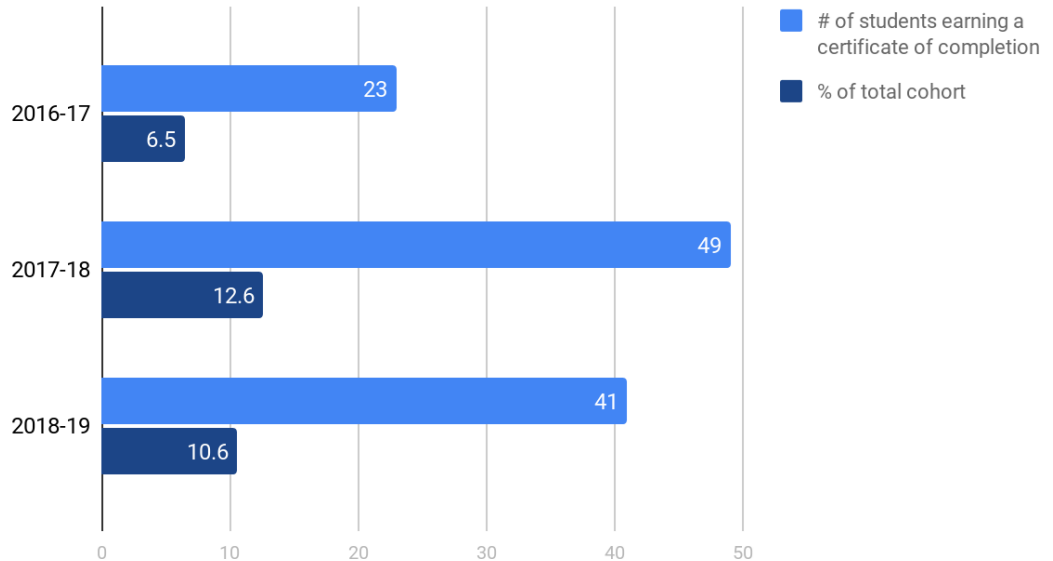


# Our Present Levels...

~ 18% of students w/disabilities receive a certificate of completion

## Graduation and Post-Grad Outcomes

Certificate of Completion Rates



# Our Present Levels...

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## **Least Restrictive Environment (LRE)**

- We have moved out of CDE monitoring for students attending separate schools by reducing our number of students in nonpublic settings.
- Over the last three years, we have added more staff to support inclusive services across our continuum.
- We are prioritizing access to the LRE in our professional learning and coaching with our staff.

# Our Present Levels...

## IEP Compliance- Commitment to a Free, Appropriate Public Education

- We have implemented a structured, rubric-based IEP training system for new Special Educators;
- We have expanded our tiered menu of supports by offering IEP draft reviews and “bootcamps” to reduce procedural errors;
- We have created a self-paced video library that walks through each IEP form in detail for teachers and staff;
- We have experienced a significant increase in past-due IEPs after the COVID-19 school closures that we are working to address.

# Our Present Levels...

## Staff Retention & Development

### Recruiting and Retaining Special Educators is a Team Effort!

In addition to ongoing collaboration with school sites and leaders, we have developed key partnerships with other district departments:

#### Recruitment

- Throughout “hiring season,” SpEd Coordinators meet every 1-2 weeks with **Talent** dept recruiters and leads to monitor vacancies, candidate status, and collaborate around recruitment strategies.
- 3 special education teachers work on extended contract with Talent to specifically support recruitment of special educators.

#### Retention

- Collaboration with **New Teacher Support & Development** team to ensure all novice SpEd teachers have mentor support through emergency, intern and preliminary credential stages; and to develop coaching skill sets of our SpEd Instructional Coaches
- **SpEd Dept support & professional learning** (i.e. PLCs, Coaching) to supplement what is provided through sites and **Academic Innovation**



02

# Our Goals

Next steps to  
continue improved  
services for  
schools and  
students



# SpEd Big Rocks

## **Multisensory Literacy for All**

We will ensure all classrooms have access to evidence-based, quality reading intervention

## **Full High School Continuum**

We will increase graduation by expanding our diploma options, alternative education services, and credit recovery supports

## **Quality Professional Learning**

We will ensure all staff can access differentiated, targeted professional development

## **Commitment to a Free, Appropriate Public Education**

We will provide the training and tools for case managers to develop and implement compliant, comprehensive IEPs that serve students in the Least Restrictive Environment



## CDE- Required Plans & Goals



### Special Education Plan (SEP)

This plan requires that we adopt targeted interventions for each of a set of elements where the district has not hit the CDE-adopted target

### Significant Disproportionality (CCEIS)

This is a plan for changes to policy and practices that can interrupt our disproportionate identification and discipline of students who are AA.

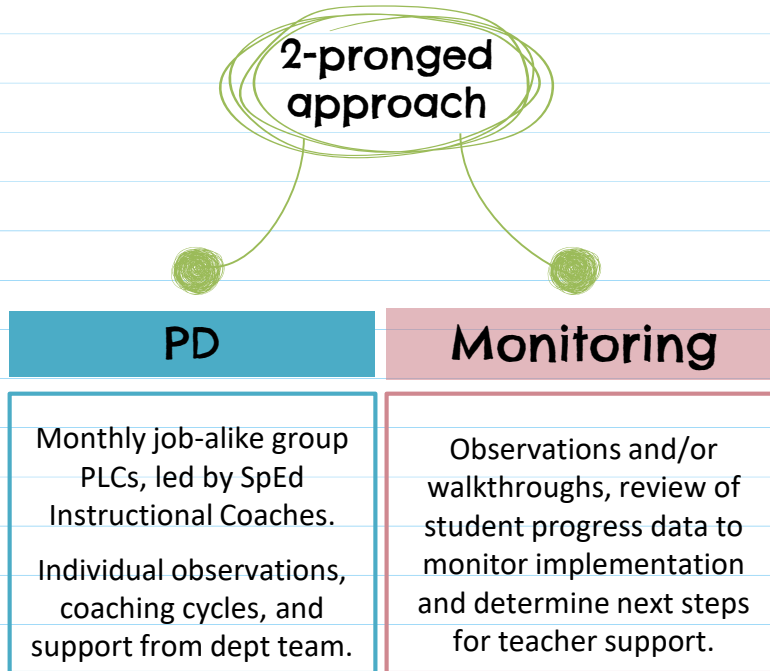
### Data-Identified Noncompliance (DINC)

The District has mandatory corrective actions for each IEP that is past due and therefore noncompliant.



# Our Roadmap to Reach our Goals

# Multisensory Literacy



Our department team is currently allocating resources (time, energy, materials, licenses) to support teachers to implement our literacy curriculum in the current virtual learning setting.

While we are on a bit of a detour, we are committed to making sure we're still moving in a forward direction for students and teachers.

# Targeted Professional Learning

01

## Tier I

All Special Educators participate in job-alike PLCs to learn from and with their colleagues, and all have access to our self-paced library and digital tools.

02

## Tier II

Some Special Educators receive direct, small group support through new teacher PLCs, IEP “bootcamp” release days, and curriculum refresher sessions.

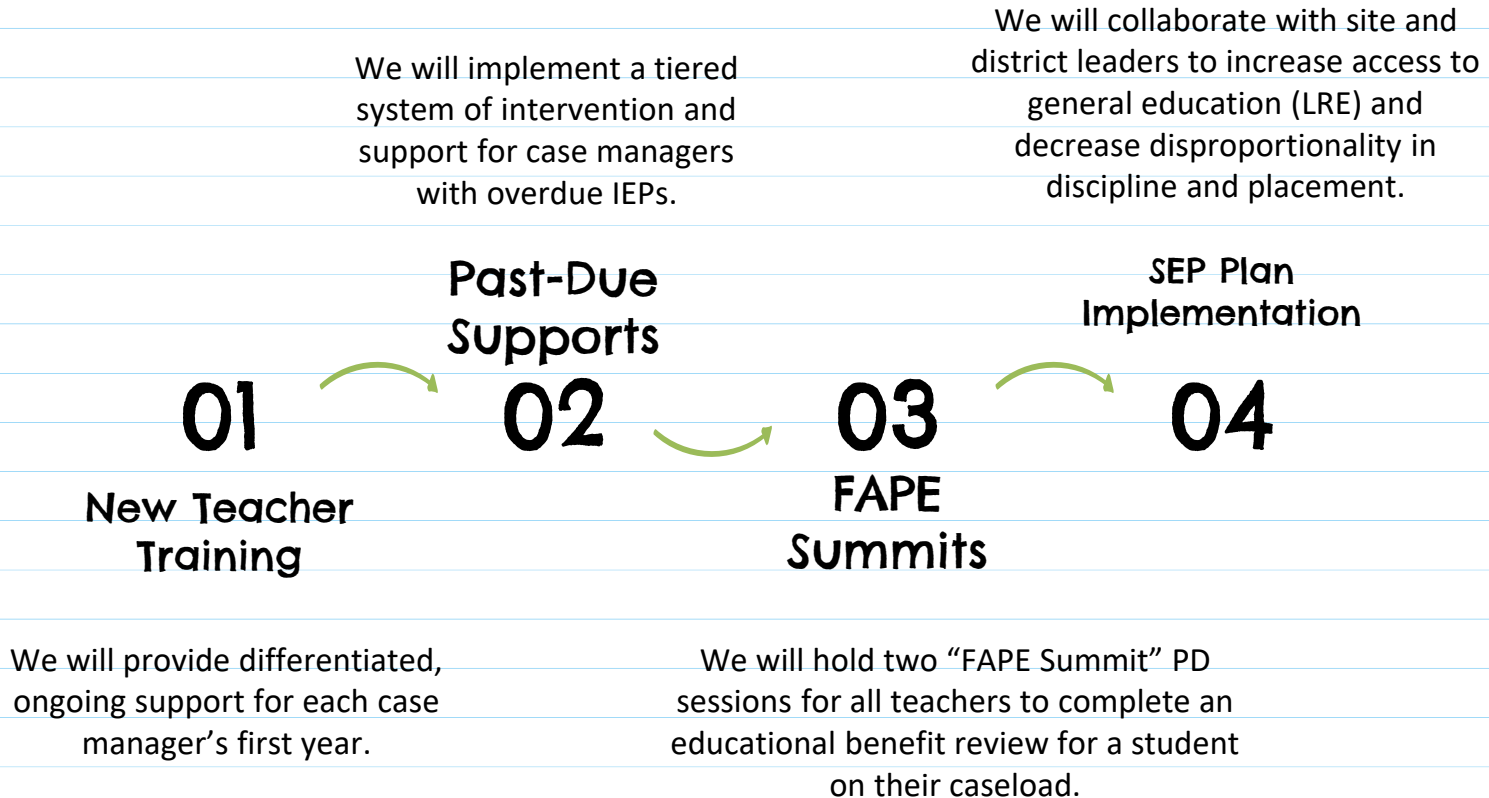
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## Tier III

Specific Special Educators receive ongoing, weekly 1:1 coaching aligned to the New Teacher Development tools and processes.

Additionally, we’ve launched new hire professional learning for our paraeducators, support staff behavioral training sessions, and cycles of inquiry with our central office teams.

# Commitment to a FAPE



# A Full High School Continuum

01

## Programming

All comprehensive high schools have programming that meets student's various needs. Also increasing access to Alt. Ed. for students w/IEPs.

**Inclusion → Separate Setting**

02

## Curriculum

Implementation of supplemental curriculum for math and literacy meeting multi-sensory needs in Mild/Mod and Mental Health classes.

**Language! Live and TransMath**

03

## Diplomas

Codified a process for the expansion of diploma options for students via IEP. Currently piloting a credit recovery program in attempt to increase high school completion rates.

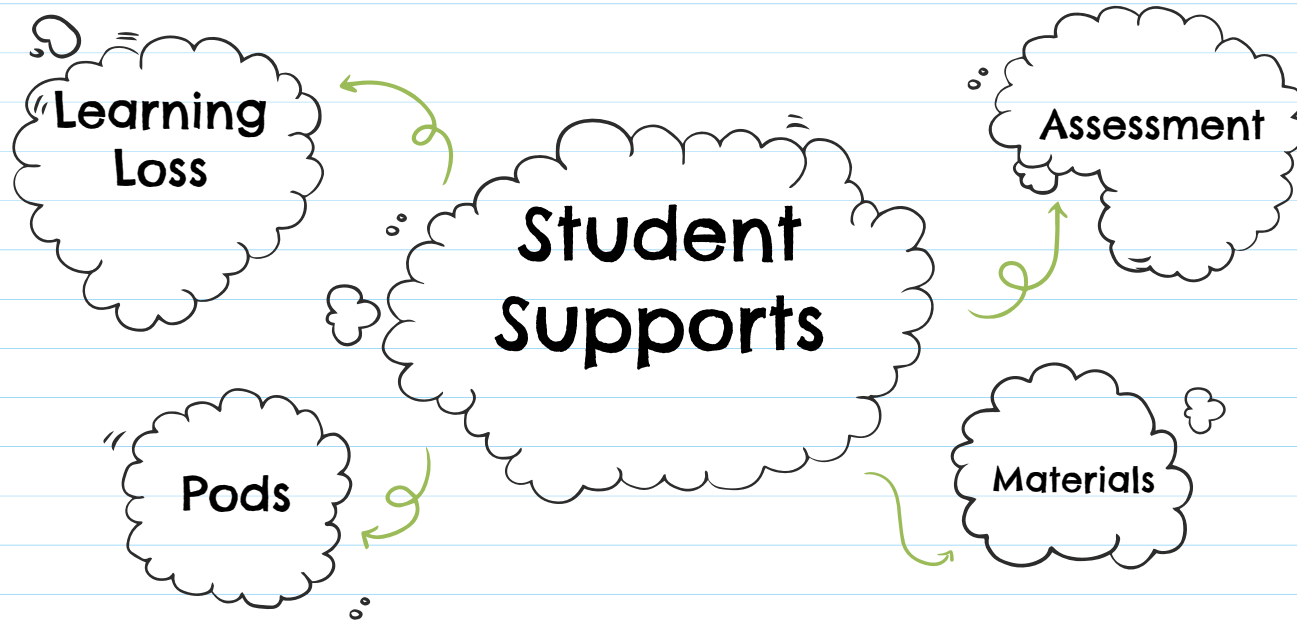
**↑ Access to diplomas**



# COVID-19 Planning and Services



# Our COVID-19 Student Supports



## Skill Regression supports

Based on data provided by our case managers, we are providing targeted skill regression support for students with profound regression across IEP goal domains, including...

- In-Home Behavioral/Functional Skill Services
- 1:1 Tutoring
- Engagement Liaisons
- Virtual Supplementary Literacy Instruction
- In-Person Related Services

## Learning support Pods

Another group of students referred by their case managers will receive additional support after the virtual school day in learning support pods.

- Stable groups of 6-8 students
- Embedded paraeducators, behavioral technicians, and Speech Pathology Assistants
- Focus on recouping functional skills lost during the COVID-19 school closures
- Opening at 7 campuses across OUSD

## In-Person Assessments

At this time, there are no waivers or flexibilities associated with state or federal laws governing Special Education. We are working on expanding our assessment capacity by:

- Providing a clear process for OEA volunteers to resume assessments
- Augmenting contracted assessment staff
- Purchasing virtual forms for rating scales and additional test kits

# Significant Disproportionality Update

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## **Over-identification of African American Students as Emotionally Disturbed, Suspensions**

- Program and Policy Inventory and Review;
- File Review Findings;
- Racial Disparity Self-Reflection;
- Data Dives (Suspensions by site, Special Education Referrals, Achievement Data);
- Focus groups; and
- Root cause analysis to identify our target population for CCEIS-funded intervention.

# Our Key Findings...

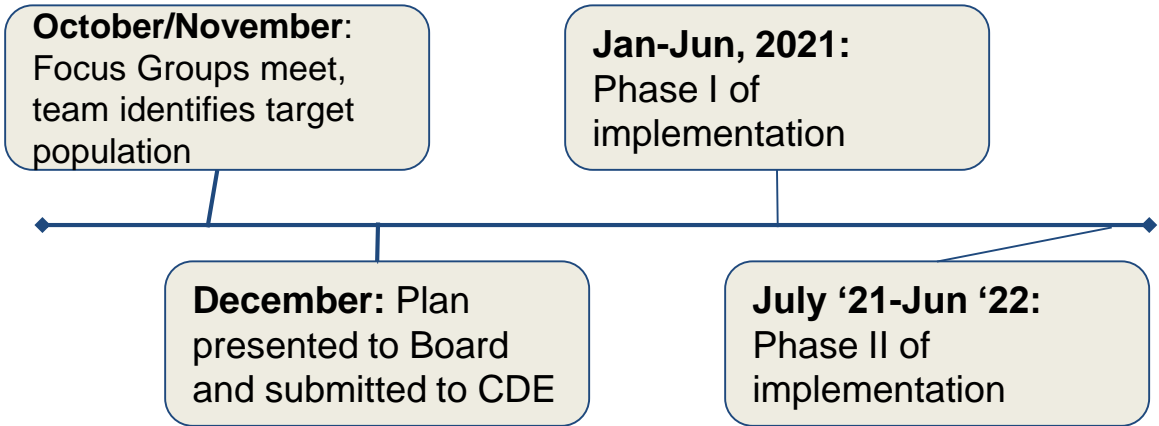
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**Some of our  
takeaways from  
data analyzed thus  
far include:**

- Currently, many district interventions lack a clearly-defined Tier II, so students who need additional support may jump to Tier III supports or Special Education referral;
- Students who are eligible under Emotional Disturbance are more likely to change schools frequently, in some cases every 1-2 years;
- Many students within this population had early childhood communication delays that manifested as problem behavior;
- Once a student is in a Special Education program, there is a pattern of general education staff thinking that child now “belongs” elsewhere or should be supported by someone else

# Next Steps for the Work

## Here are our Next Steps for Disproportionality Planning:





# Thank you

from all of us in Team SpEd!