



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Special Education Roadmap



iam OUSD

Jennifer Blake, Executive Director, Special Education
Allison Guilfoil, Cary Kaufman, and Neku Pogue,
Coordinators, Special Education

October 28, 2020

www.ousd.org



@OUSDnews

What We'll Cover This Evening



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.

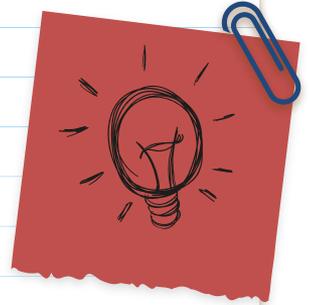


Where and how we serve

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



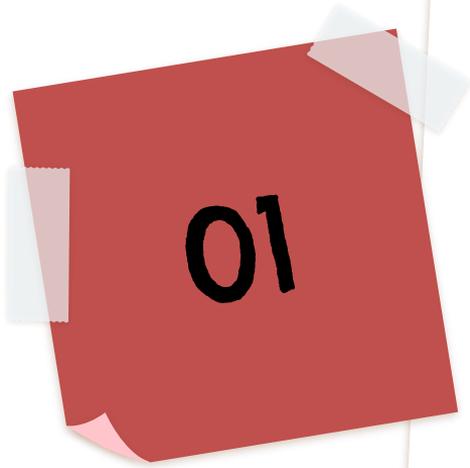
More than 150 staff work out of our central office to provide direct service to students, including speech-language services, occupational/physical therapy, counseling, psychological services, etc.

What is an Individual Education Program (IEP)?

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.



Present Levels

Our progress
toward key pieces
of our work

Our Present Levels



Literacy



Graduation



LRE



Compliance



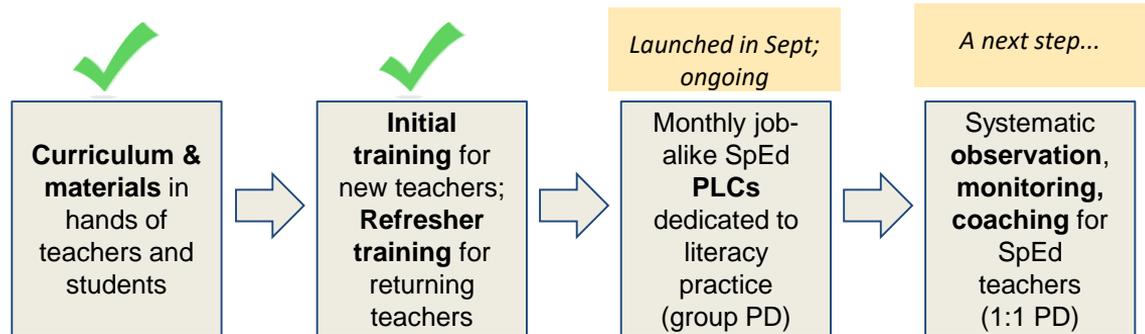
**Staff
Development
& Retention**

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.

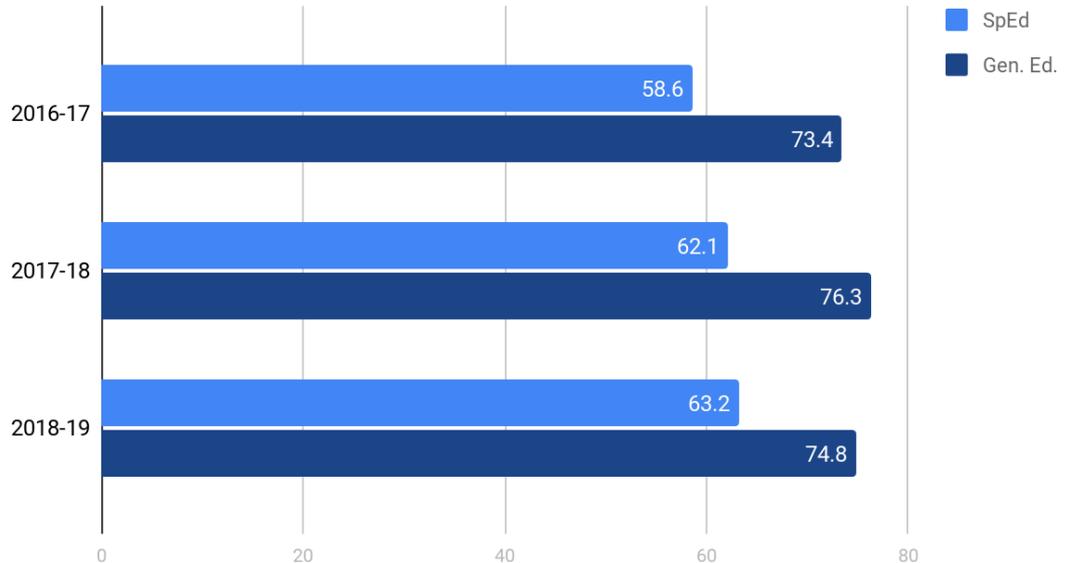


Our Present Levels...

Graduation and Post-Grad Outcomes

Graduation rates are increasing yearly

Percentage of Graduates: 4-year cohorts

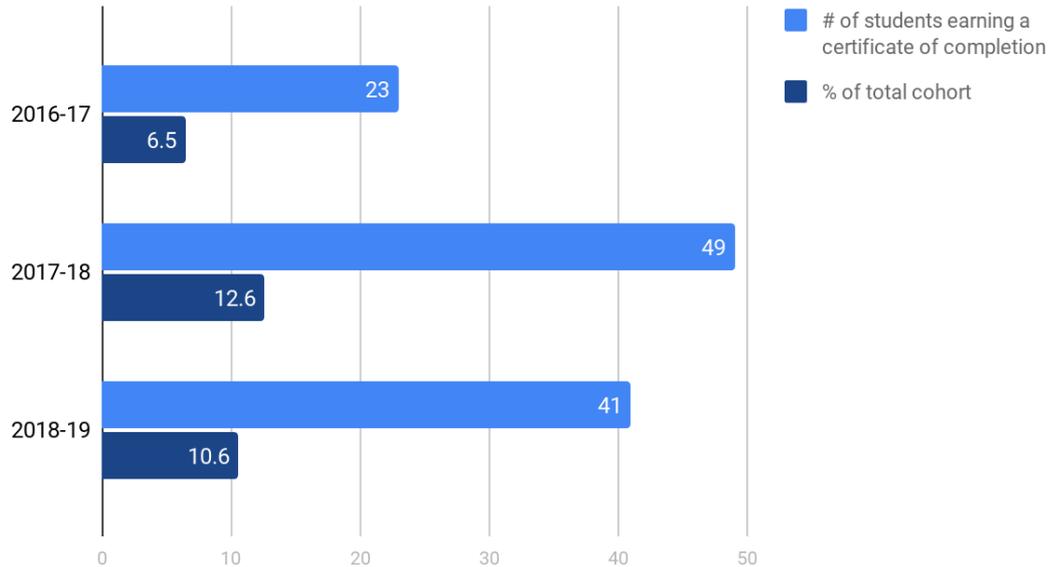


Our Present Levels...

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

Graduation and Post-Grad Outcomes

Certificate of Completion Rates



Our Present Levels...

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

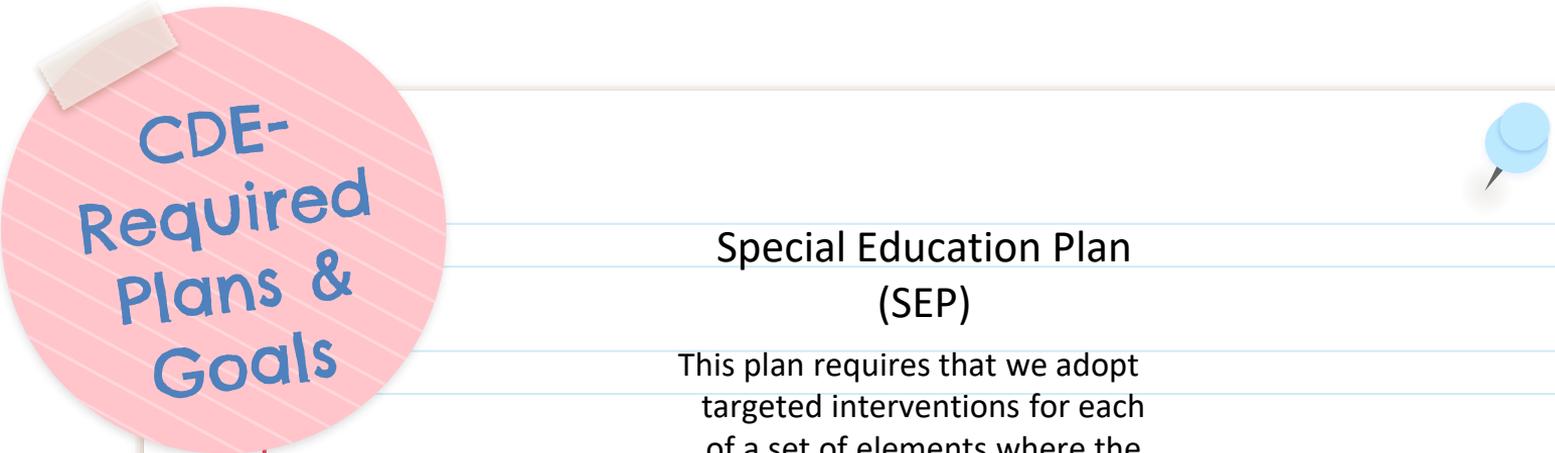
We will increase graduation by expanding our diploma options, alternative education services, and credit recovery supports

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

2-pronged
approach

PD

Monthly job-alike group PLCs, led by SpEd Instructional Coaches.
Individual observations, coaching cycles, and support from dept team.

Monitoring

Observations and/or walkthroughs, review of student progress data to monitor implementation and determine next steps for teacher support.

DETOUR

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



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.



Tier II

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

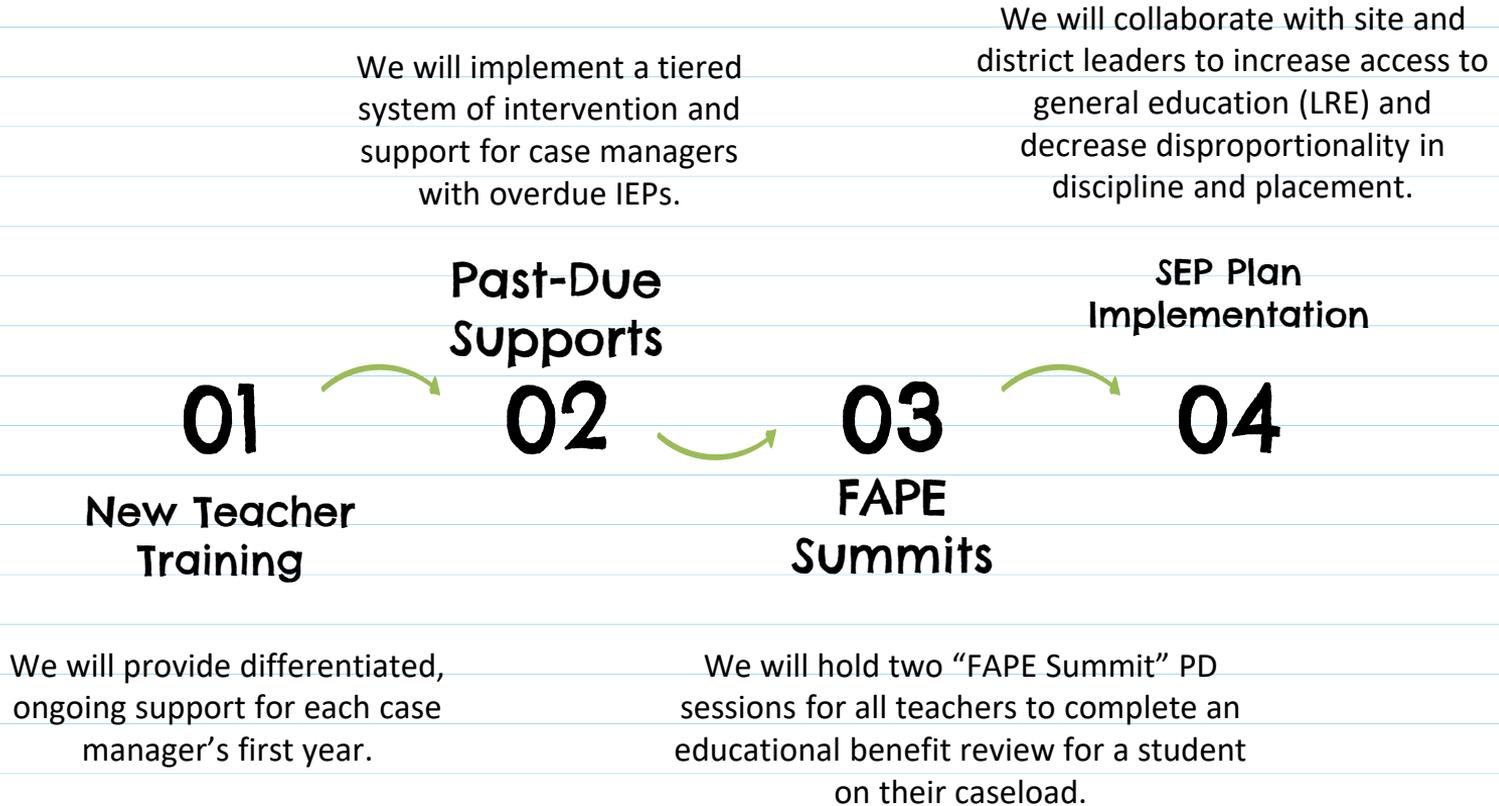


Tier III

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.

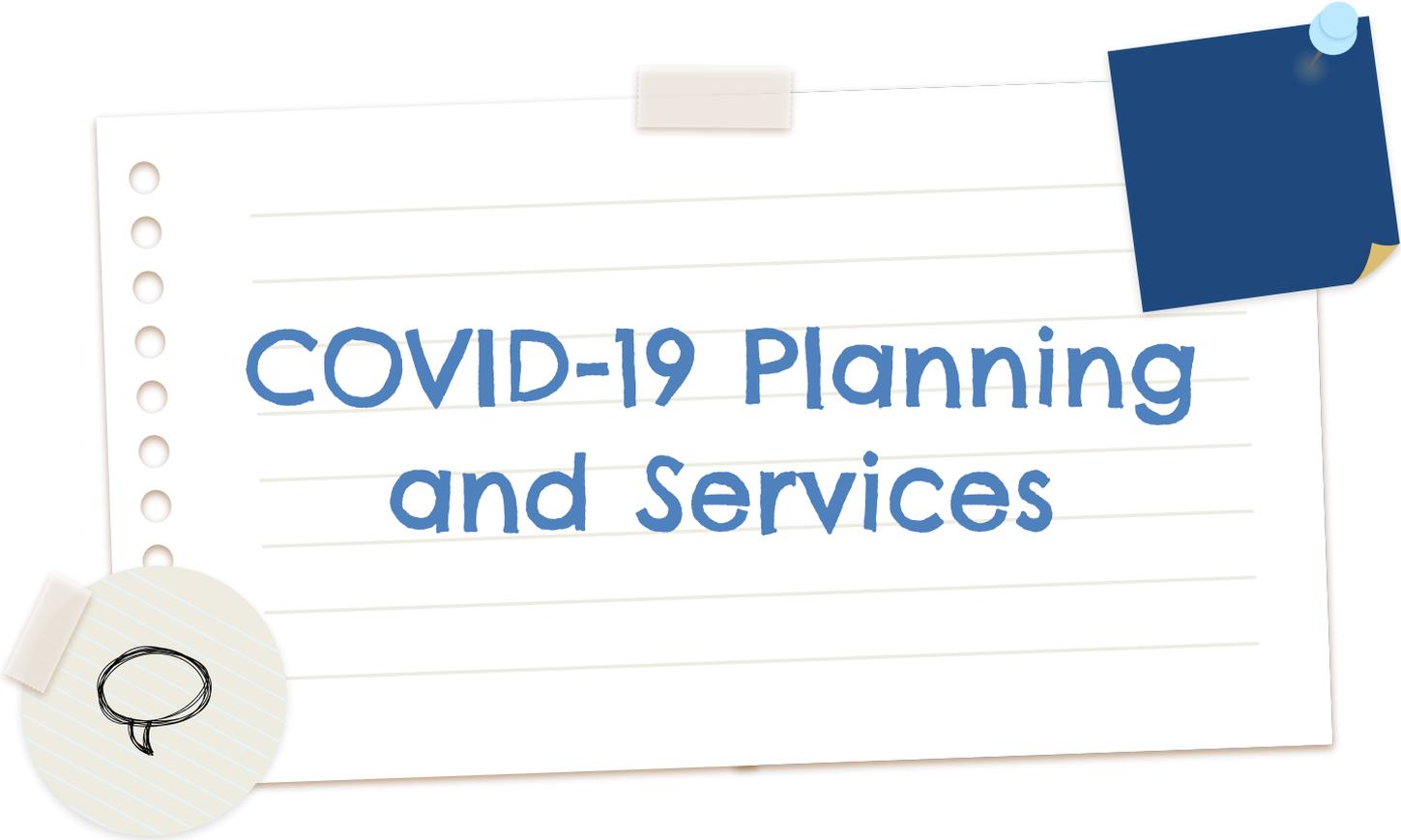
Language! Live and TransMath

03

Diplomas

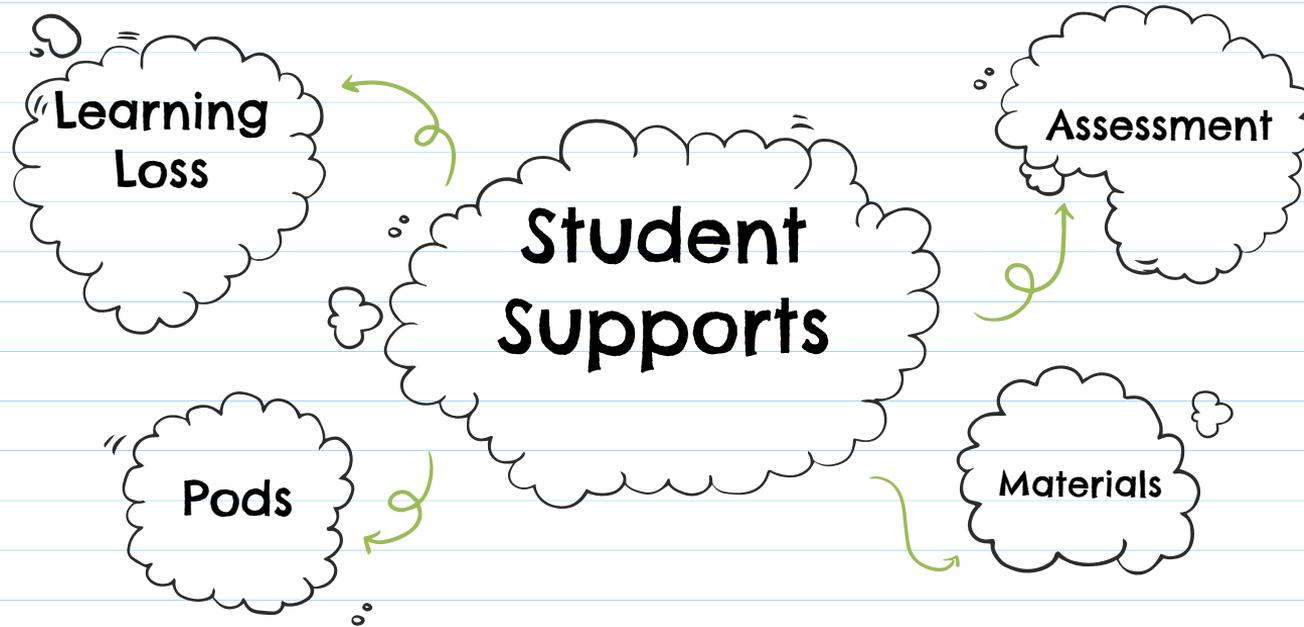
Codified a process for the expansion of diploma options for students via IEP. Currently piloting a credit recovery program in attempt to increase high school completion rates.

↑ 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

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.

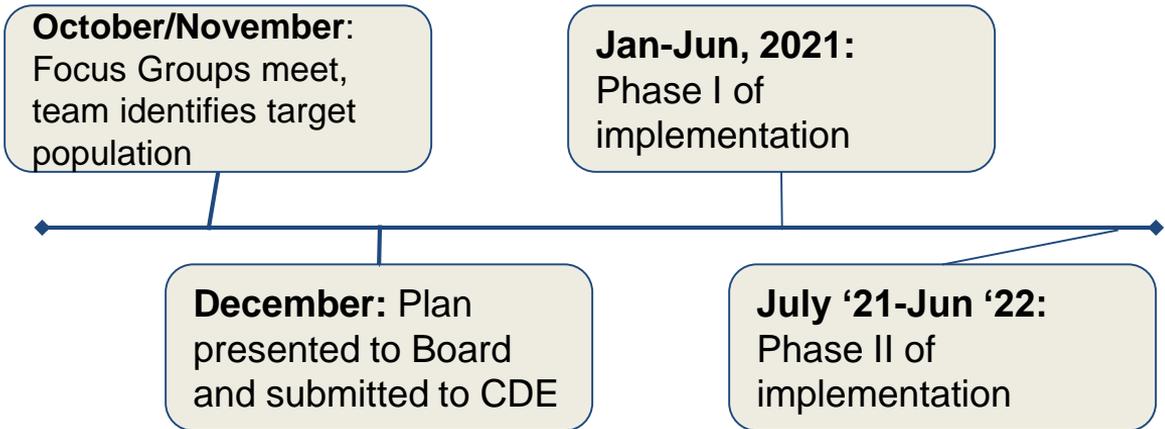
Our Key Findings...

**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!