



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Special Education Resolution Update November 3, 2021



www.ousd.org



@OUSDnews

Ask of the Board

- This item is presented for the purpose of providing the Board an Update on the progress towards the items in the adopted Resolution.
- We ask that the Board provide feedback on the findings and the proposed plans to support inclusive access for students with disabilities.

Outline

- Overview of the Resolution
- Update on Progress Made towards resolution areas of interest
 - What are the barriers to participation in school activities for Students with Disabilities?
 - What are the activities in which families want their child to participate?
 - What could the Board do to increase access for these students?
- Recommendations for Next Steps / Adjustments

Data Snapshot - Present Access

Sources of Data

- Least Restrictive Environment (LRE) Placement Data
- Afterschool Program Participation Data
- Oakland Athletic League Participation Data
- Qualitative Data from Families of Students with Disabilities
- Likert-style Survey Sent to Families of Students with Disabilities

Data Snapshot - Present Access

Afterschool

Students with IEPs comprise **14% of all ASP enrollment.**

- Compared to 16% average across school-day programs

About 70% of all students with IEPs in ASPs have mild language impairments or learning disabilities, which aligns with district-wide incidence rates..

Placements

About 27% of students with IEPs spend 60% or more of their school day in a separate classroom. This exceeds the California Department of Education target of 21% for our district.

Students receiving separate instruction are less likely to participate in electives or campus-wide events and activities.

Athletics

Students with IEPs comprised **10% of OAL athletics participants in 2018-19**, compared with our 16% district-wide incidence rate.

Over 80% of all student athletes were eligible under SLD or OHI.

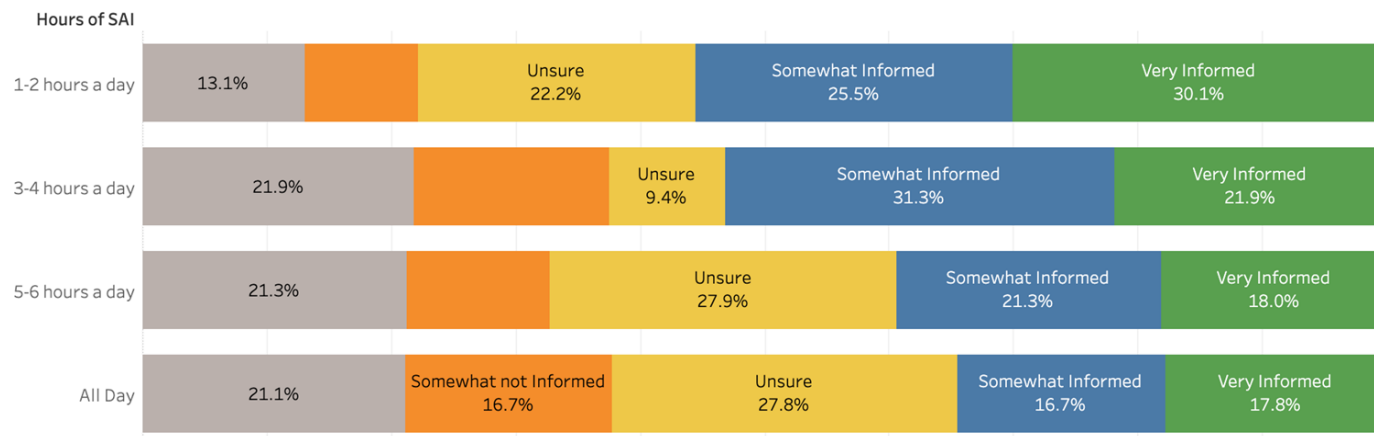
Only **three students with extensive support needs** participated.

Data Snapshot - Survey Results

Key Takeaways

- Students with **more significant special needs like Autism and multiple disabilities** are **least likely to have access** to any sports, afterschool programming, electives, and campus-wide learning enrichment experiences.
- Most families of students with Autism and Intellectual Disabilities reported having no or very little access to field trips and afterschool programs.
- Families of students who spend little time receiving Specialized Academic Instruction are more likely to feel well-informed about events and activities than those whose students receive SAI for most or all of the day.
- Many families reported that their children had interests related to music or sports and would love to see more access through their child's school.

How informed do you feel about the activities and events available at your school?



Data Snapshot - Survey Results

Key Takeaways from Desired Access and Support Needs

- **Interest in art/music/drama and field trips and special events was highest** across all respondents. Interest in Restorative Justice and affinity groups was lowest.
- **Interest in Afterschool Programming was highest for students with mild-moderate disabilities** and lower for students with more extensive needs.
- **Most families reported that their child would need support from a peer or aide** to fully participate in these types of activities.
- The majority of respondents reported that they **prefer to receive updates through Parent Square**.

School Support and Communication

Question	Response	Count
What type of school-provided support your child would need to participate in these types of activities?	Adapted Equipment	28.0
	Adult Aide	161.0
	Assistant from trained peer	77.0
	Other	82.0
What types of communication do you prefer to receive around these types of activities?	Flyers	71.0
	Parent Square	310.0
	Phone calls	80.0
	Teacher Direct Outreach	175.0

Findings and Root Causes

- Continued Information and Communication Gaps
 - Families of students with IEPs often receive less frequent school communication
 - Special Education classes may not be included in planning of events and trips
- Training and Specialized Materials Needed
 - Athletic and ASP staff have not received any training specific to supporting students with disabilities
 - Some students require adapted materials and equipment to participate in activities outside of the school day
- Faculty and Operational Support
 - Dedicated staff planning time is too low to ensure consistent opportunities for collaboration
 - Access to general education seats has been a barrier to more elective access

Learning from our Site Leaders

Brianne Zika, Melrose Leadership Academy
Jessica Cannon, Chabot Elementary

Initial Actions: Grant funded After School Programs

Goal: Increase participation of students with disabilities by 10% across targeted campuses by June 2022.

- Assessed current enrollment in after school programs.
- Established staffing partnerships with two non-public agencies. Identified 3 additional After School Program aides. Recruiting for additional staff.
- Continuing to capture referral data from schools to after school program to prioritize placement.
- Providing professional development to after school staff. Staff will receive training in Universal Design for Learning (UDL) from CAST.

Initial Actions: Oakland Athletic League & Extracurriculars

Goal: Increase the number of students with disabilities participating in organized athletics by 15% by June 2022.

- Assessed current participation in Oakland Athletic League activities.
- Planning for a communication campaign specific to Middle Schools students with disabilities to increase awareness of opportunity to participate in organized sports.
- Developing partnership with Adapted Physical Education specialists and athletic coaches to build skills to adapt athletic sessions for diverse learners.
- Planning to provide adapted sports equipment for students to reduce barriers to participation.

Capacity Building & Continued Support

- Implement Peer Assisted Learning Strategies (PALS) at 3 elementary school campuses with support from adult trainers and peer mentors.
- Reserve general education seats for students with IEPs to access the least restrictive environment as they are ready.
- Continue to build out Affinity / Community Groups to increase family connections to their school campuses.
- Explore opportunities for career development opportunities for students with disabilities within OUSD / Linked Learning connections.

Recommendations for Future Work

- ★ Enable students with inclusive services to **enroll in school using the general education options** process;
- ★ **Increase school-to-home communication** and ensure direct outreach to families of students with IEPs at every school site;
- ★ Include **strategies to support students with disabilities in the SPSA** for all schools;
- ★ Require that all contracts for student services address how needs of learners with disabilities will be addressed;
- ★ Continue professional development for afterschool staff and provide appropriate materials;
- ★ **Increase professional development days for OUSD educators** to focus on UDL and disability awareness;
- ★ **Build career pathways specific to students with disabilities** through Linked Learning;
- ★ Ensure all OUSD adopted policies and regulations specific to equity include **equity based on disability**.

Ask of the Board

- Consider the findings and recommendations of the report and presentation;
- Provide your recommendations and feedback to incorporate in our planning





Quality Schools in Every Neighborhood!



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

1000 Broadway, Suite 300, Oakland, CA 94607

www.ousd.org



@OUSDnews