



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

Community Advisory Committee for Special Education

Recommendations for the 2024-27 Local Plan for Special Education

June 5, 2024

ALL BODIES ARE UNIQUE AND ESSENTIAL.

**ALL BODIES ARE WHOLE. ALL BODIES HAVE
STRENGTHS AND NEEDS THAT MUST BE MET.**

**WE ARE POWERFUL NOT DESPITE THE COMPLEXITIES
OF OUR BODIES, BUT BECAUSE OF THEM.**

WE MOVE TOGETHER, WITH NO BODY LEFT BEHIND.

THIS IS DISABILITY JUSTICE.



TODOS LOS CUERPOS SON ÚNICOS Y ESENCIALES.

**TODOS LOS CUERPOS SON COMPLETOS. TODOS LOS
CUERPOS**

TIENEN FORTALEZAS Y NECESIDADES QUE SE DEBEN SUPLIR.

**SOMOS PODEROSOS NO A PESAR DE LAS COMPLEJIDADES DE
NUESTROS CUERPOS, SINO DEBIDO A ELLAS.**

NOS MOVEMOS JUNTOS, SIN DEJAR NINGÚN CUERPO ATRÁS.

**ESTO ES JUSTICIA DE
DISCAPACIDAD.**

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Our Process

1) On-Line Review and Comment By CAC Members

2) 4 Meetings of the Local Plan Subcommittee of the CAC to review the plan, comments by members, and develop recommendations

Members participated in this subcommittee in addition to attending other meetings that happen monthly (CAC Public Meetings, Regular CAC Public Meetings, and other Working Group Meetings related to specific initiatives)

Local Plan Subcommittee: Lateefa Ali, Alan Pursell, Joe Manekin, Tiffany Stewart, Sheila Haynes, Ashley Demelo, Tori Porell

1) May 13th CAC Meeting: Review and Adoption of Recommendations

CAC Local Plan Subcommittee: Documents

"CAC Feedback for Part B Local Plan–Draft"

<https://tinyurl.com/4vpu8rdm>

Summary of CAC Recommendations for the Local Plan–May 2024

<https://tinyurl.com/4p3t2vnr>

The numbers in parentheses that are included in these slides refer to the page number in the "CAC Feedback for Part B Local Plan–Draft."

In the interest of time, we will present the recommendations that are highlighted in bold, enlarged letters.

We omitted from the list some recommendations and requests of a smaller scope and scale.

Note any skipped numbers.

We request that the SELPA Board and other OUSD leaders review and consider all of our recommendations for the 2024-27 Local Plan for Special Education as submitted on May 20th.

Local Plan Requirements

Special Education Local Plan Area—Local Plan Requirements

**3) Discontinue use of the terms
“students with special needs” and
“students with exceptional needs.”
Choose disability-positive language.
Source references and options are
provided. (4)**

Special Education Local Plan Area—Local Plan Requirements

4) Specify that the SELPA Board has the responsibility to review, understand, amend, and adopt policies related to Special Education.

This responsibility must be jointly shared by administrative staff and the SELPA Board. (4)

Special Education Local Plan Area—Local Plan Requirements

5) In addition to the public hearing(s) for adoption of the Local Plan, establish a minimum of four regular agenda items with designated public moment at School Board meetings to review the development, implementation, and impact of the Local Plan. (4)

Special Education Local Plan Area—Local Plan Requirements

7) Add to the list of functions for the Special Education Administrative Unit: “The training and ongoing development of all district staff around issues pertaining to disability access, universal design, and accommodations for disabled students.” (5)

Special Education Local Plan Area—Local Plan Requirements

8) The description of how students with IEPs are first placed in neighborhood schools/programs runs counter to our district's enrollment policy which allows access to the full district array of school program choices for other students. Some schools are so distinct that students can only access their unique programming by enrolling at those schools. Disabled students must have the "full education opportunity" that other students enjoy. Please revise this language. (6)

Special Education Local Plan Area—Local Plan Requirements

9) The section that refers to “disproportionality” and “cultural factors in the IEP team process” is very confusing and incomplete.

We must amend this section together. (7)

Special Education Local Plan Area—Local Plan Requirements

12) We must describe a clear process for developing the Local Plan. Please see our detailed comments about this.

We could work on this next school year and present it to the SELPA Board as a Local Plan amendment. (10)

Special Education Local Plan Area—Local Plan Requirements

15) The **Local Control and Accountability Plan does not describe how OUSD distributes federal and state funds within the SELPA. Most, if not all, Special Education actions and expenditures are excluded from our LCAP. The answer to question 11 states that the LCAP does so. Please explain how this or another document will describe how all funding sources are distributed. Please provide access to that document. (13)**

Special Education Local Plan Area—Local Plan Requirements

16) Please add descriptions for questions 11 and 12, especially for the question about the “distribution of specialized equipment and services in a manner that maximizes the opportunities to serve students in the least restrictive environments.” (13)

Administration of Regionalized Operations and Services

Administration of Regionalized Operations and Services

17) Complete and revise the section that describes coordination of the SELPA and implementation of the Local Plan. Some of the roles/titles are unclear, especially the reference to “program specialists,” a title that has not figured within presentations to the CAC. (21)

18) Many language and content revisions were suggested for the answer to question 2. (Refer to "CAC Feedback for Part B of Local Plan.") Those revisions could support the rights of individuals who are not parents/guardians to refer students for Special Education evaluations, uphold our Child Find responsibilities, and protect the rights of foster students. (21, 22)

Administration of Regionalized Operations and Services

19) The section describing our Child Find activities must identify and clearly describe the ones we will undertake, not simply list activities that we “may” undertake. We included many specific questions and suggestions in this section. (23)

(Please refer to "CAC Feedback for Part B of Local Plan.")

Administration of Regionalized Operations and Services

20) Many specific recommendations about how verbal requests for Special Education assessment should be received and documented. We requested specific information about: 1) the use of Student Study Team meetings (SSTs) during the IEP assessment timeline, 2) what triggers a “Prior Written Notice” after a request for Special Education assessment, and 3) effectively identifying and assessing foster youth given their unique needs. (23, 24)

(Please refer to “CAC Feedback for Part B of Local Plan.”)

Administration of Regionalized Operations and Services

21) There are parents and guardians who cannot use written text, who need language support, or who have limited education. This requires that interpreters at IEP meetings confirm that parents/guardians understand their rights. It also requires that sufficient time for language and disability access be allocated within IEP meetings to review procedural safeguards and other IEP documents with parents and guardians, and to address questions. (combined with recommendation #50)

Administration of Regionalized Operations and Services

22) Within review of procedural safeguards: include information for how to contact the Local Parent Training and Information Center. (25)

23) Describe how the Director of Related Services and Psychological Services are ensuring that all personnel receive evidence-based professional learning at least monthly as stated in this section. Explain how it is happening for all job classifications, including support staff. (26)

Administration of Regionalized Operations and Services

25) Please clarify the position titles in the answer to question 4. (26)

26) Incorporate parent and student input into the range of professional development options made available to staff. (26)

27) Shift away from a focus on professional development based on functional behavior analysis and PBIS, which are not regarded as best practice by many in the field. Offer more professional development around neuro-affirming approaches.

Administration of Regionalized Operations and Services

28) Explain why the choice was made across-the-board to provide to all students in Moderate-ESN programs with “modified, core replacement materials” instead of the core materials aligned to Common Core Standards. Why must students who, for a variety of reasons, are not yet able to demonstrate what they know, be consistently forced to prove readiness to a robust, academically rigorous curriculum? (26)

Administration of Regionalized Operations and Services

29) To get alignment between the LCAP metrics and the Local Plan metrics, we need a joint PSAC-CAC meeting to which all administrators in Special Education and otherwise commit and for which they provide information. (28)

30) We request that a CAC working group for teaching and curriculum be identified within the Local Plan as part of our program review process. That working group would conduct observations across programs and networks with the support of staff, a practice that exists in other areas of OUSD instruction. (28)

Administration of Regionalized Operations and Services

31) The metrics on the OUSD data dashboards must reflect all areas of greatest need for Special Education (e.g. access to full educational opportunity for students with IEPs, Special Education staff retention, etc.) We were told that a comprehensive community-facing dashboard for Special Education students, families, staff, and community stakeholders would be available in the 2023-24 school year. (29)

Administration of Regionalized Operations and Services

32) Do the SELPA information systems include whether a student is a foster youth or unhoused? If so, is it used to identify and secure appropriate support for those students? Please explain how that happens. (29)

34) Explain what independent study and home-based learning options are available to disabled students with IEPs. For example, Sojourner Truth is Zoom school and not a full-fledged independent study option. **These options can be lifesaving for certain disabled students who can be harmed, are being harmed, or have been harmed by available school environments.** (30)

Administration of Regionalized Operations and Services

35) Many detailed recommendations within the section entitled “Licensed Children’s Institutions and Foster Family Homes. The recommendations are intended to address the unique needs and complex challenges that foster students face within schools, districts, and SELPAs. (Please refer to “CAC Feedback for Part B of Local Plan.”)

The recommendations include: a) additional IEP meeting upon enrolling in the district, b) specific training for Child Find and foster youth, c) specific circumstances that should trigger child-find activities for foster youth, d) special education assessment referrals for all foster youth in a Licensed Children’s Institution, e) steps for involving education rights holders, [\(continued on the next slide\)](#)

Administration of Regionalized Operations and Services

f) notification to Juvenile Court when surrogate is appointed, g) list of service providers that must be invited to a foster youth's IEP meeting, h) notification requirements after suspension in accordance with AB 740, i) scheduling an IEP meeting after a suspension, j) convening of a "manifestation determination" IEP meeting if a foster youth is suspended for ten days in a school year and resulting actions, k) list of individuals that must be invited to a "manifestation determination" IEP meeting, l) communication and information requirements upon a foster youth leaving the SELPA. (31, 32)

36) Specify how OUSD will get a copy of a foster student's IEP when the person registering the foster youth does not have a copy of it, and by when. (32)

Administration of Regionalized Operations and Services

37) For students with non-public school placements, explain how they will be provided services while placement is secured. Also, specify how long it could take to secure placement. (32)

38) Transmission of the SELPA Plan to the CA Department of Education will happen after the members of the CAC have formally adopted their recommendations for the plan at one of their public meetings, after the SELPA Board has heard their presentation of those recommendations, and after the SELPA Board has then adopted the SELPA plan; in that order. (32, 33)

Administration of Regionalized Operations and Services

39) In the section about fiscal and logistical support of the CAC, include: loaner computers for CAC members that need them to fully perform their committee roles, language interpretation at CAC monthly meetings in the five major languages spoken in OUSD, ASL service at the CAC monthly meetings and notice to parents about the service being available at those meetings. (33)

40) Under question 13, specify the responsibility to provide transportation for students with IEPs to/from field trips and activities that are part of the educational program of students at schools. (34)

Administration of Regionalized Operations and Services

41) Many recommendations in section related to “career and vocational education and transition services.”

They dealt with:

- a) criteria for identifying students to receive services through the Transition Partnership Program (TPP),
- b) guarantee of services to support individualized transition plans when students are not supported by TPP,
- c) transition activities/services from students in SDCs who are not accessing Linked Learning experiences,
- d) activities to ensure access to all diploma pathways recognized by the State,

Administration of Regionalized Operations and Services

(continued from slide 29)

- e) informing all staff about those options so that access to all diploma pathways is made available by all,
- f) early information for parents/guardians/caregivers about graduation pathways,
- g) activities to expand access to high school diplomas and reduce the use of certificates of completion,
- h) activities to ensure access to credit recovery options and a 5th year of continuation school. (35, 36)

(Please refer to "CAC Feedback for Part B of Local Plan.")

Administration of Regionalized Operations and Services

42) A request for detailed explanations about how access to full educational opportunity will be assured.

Recommendations were made about requiring that **accommodations be implemented per IEPs so that students can participate on academic and other interventions outside of the regular school day, as well as including plans for accommodations in the School Plan for Student Achievement** to supplement the educational program of the school and to support SPSA goals for specific groups of students. (36)

Special Education Local Plan Area Services

44) Request for explanation of activities undertaken to support the transition of preschool students to Transitional Kindergarten and Kindergarten. (39)

Special Education Local Plan Area Services

45) Request for revisions to description of the method by which the public, including parents and guardians, will have questions or concerns addressed. This includes:

- a) explanation of how families can get answers in their home language,
- b) explanation of how parents/guardians/caregivers of students with IEPs will be informed at the start of the school year about avenues to raise questions and concerns (list of suggestions provided),
- c) requirement that all parents/guardians/caregivers of students with IEPs will receive standardized written information about the Community Advisory Committee for Special Education and its schedule of meetings at their initial, annual, and triennial IEP meetings. (40)

Special Education Local Plan Area Services

46) Request that the section about dispute resolution include **a clear explanation of the steps parents, guardians, and caregivers must take to resolve disputes.**

—specify the first point of contact for parents to access the dispute resolution process.

—explain how parents, guardians, and caregivers will be proactively informed in a standardized way about their option to seek dispute resolution. (40)

Special Education Local Plan Area Services

47) For question 4: include an explanation of who can initiate a Coordination of Services Team referral and how. Explanations also requested for why referrals for younger children may not be undertaken by people other than a parent (e.g. by medical professionals) and for ensuring a smooth and timely transition to OUSD Special Education services for children already receiving services through other providers such as Regional Centers. (41)

48) Request that **one of the named criteria for evaluating NPS placements be whether they use physical restraint or seclusion.** The goal is to protect students from those practices. (42)

Special Education Local Plan Area Services

49) Request for information in the plan about **who is providing services to students in county jails, timely provision of those services, how IEP-defined accommodations can be assured in a jail context, supports for legal arrangements that students might need such as guardianship, and advocacy provided to these students.** (43)

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**ONLY UNIVERSAL, COLLECTIVE ACCESS CAN
LEAD TO UNIVERSAL, COLLECTIVE LIBERATION.**

THIS IS DISABILITY JUSTICE.



Written by Aurora Levins Morales, Patty
Berne and Micah Bazant for Sins Invalid.

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DE LA CAPACIDAD, RAZA, CLASE, GENERO, SEXUALIDAD Y
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