



OAKLAND  
PUBLIC SCHOOLS  
**EQUITY  
PLEDGE**

**Recap: Equity Pledge Committee**  
**November 15, 2016**





## Responses to Special Education Problems of Practice A

### A: How should we be lifting up special education best practices from individual schools to be shared city-wide?

1. Benchmark which schools in Oakland are doing well with special education students and which have opportunities for improvement.
  - a. Review progress data from multiple sources (e.g. Healthy Kids) to find the bright spots of high performance. Get parent feedback via surveys, direct questions, interviews and community forums.
  - b. Look at schools with weighted formulas of per-pupil funding. This approach creates a financial incentive to serve students with special needs.
  - c. Talk to schools and families to benchmark which schools have strong communication, recordkeeping, and support processes between special and general education teachers and paraprofessionals
  - d. Where can we add communication routines so that all affected educators are informed without delay when an Individualized Education Program (IEP) is created? How can we use the IEP database to give teachers faster visibility?



## Responses to Special Education Problems of Practice A (cont.)

2. Host event(s) where administrator, teacher and parent best practices can be shared. Create an online knowledge sharing hub.
  - a. What are the technical details of how administrators set up strong special education services?
  - b. What is working well in the classroom for instruction and inclusion? What is state of the art for inclusive differentiated pedagogy? Personalized learning (not just the computer kind) - all kids having an individualized learning plan. Project based learning / Maker movement
  - c. What is working well for how families are supporting their kids?



## Responses to Special Education Problems of Practice B

**B: What should be addressed and considered in developing a formal agreement across the charter and district sectors to best serve students with moderate and severe special needs?**

1. Create a common and clear definition of “moderate and severe”. Right now there are different definitions for different district and charter programs. What does the Individuals with Disabilities Education Act (IDEA) say? What does the El Dorado County Office of Education (EDCOE) say?
2. Change and move away from dehumanizing language: find a common language that puts children first and does not describe them as a cost.
3. Conduct stakeholder inquiry. How do we have schools gather information on needs from parents, teachers and students? How do we prioritize?
4. Establish common expectations for the physical accessibility of facilities. What hardware and technical supports are needed, especially for inclusion (Registered Nurse (RN), program based)? What shared resources for low vision accessibility?



## Responses to Special Education Problems of Practice B (cont.)

5. Improve the IEP process to prioritize and consider parents, child and service provider, know firsthand.
6. Determine the right cost sharing model when certain school sites are serving a lot of moderate and severe special needs students.
7. Create “Lab School” Models where bold collaboration for phenomenal schools with take place in both charter and district schools with all resources.
8. Centralize communications about special education between charter schools and the district.
9. How do we ensure parents know their rights and have a voice in both the Oakland Unified School District (OUSD) Special Education Local Plan Area (SELPA) and the El Dorado SELPA?
10. How do we create forums of communication between parents of special education parents in different charter schools? How about for home school? Currently resources and communication are based in community organizations.



## Responses to Special Education Problems of Practice C

**C: How should we be improving and expanding the information available to Oakland families about special education enrollment and services?**

1. Topic not discussed

# Excellent Schools:



- Develop the capabilities of students to the full extent possible
- Educate students in multiple areas
- Make students feel safe and free to learn and grow
- Are challenging, ambitious, rigorous, achievement-oriented, engaging, fun, caring, enlightening, inclusive, interactive, adaptive, curious, disciplined, understanding - they meet students and parents where they are and take them where they want to be
- Are community-oriented, truthful/honest, thought leaders
- Engage all stakeholders - parents, students, community members - as equal partners in student success
- Have strong family engagement plans
- Are places where families can access resources and leadership development
- Have systems and resources to support multilingual communication
- Have full time family liaisons
- Nurture all students
- Gather data with purpose and thoughtfully engages in planning implementation and feedback cycle

# Excellent Schools:



- Prepare students to be engaged citizens
- Welcome parents and guardians
- Partner with community organizations and bring many community resources to students
- Provide healthy and supportive work environments for staff
- Help students fulfill their potential and achieve their dreams
- Build leaders from within
- Believe all students are learners
- Practice what they preach
- Pro active
- Engage the whole child through social emotional learning
- Understand implementation science
- Are happy to see their students every day
- Are a center point (central) for outside services for families
- Foster global citizens
- Respect their teachers

# Excellent Schools:



- Don't take themselves so seriously
- Believe special education is a service not a place
- Actually educate students
- Teach students how to think critically and interact with the real world
- Connects learning to lives
- Are focused on pedagogy; operations are in the background.
- Are not dependant on particular people, but make the most of people's talents.
- Have high quality education that meets all students where they are
- Have beautiful facilities that also serve functions to enhance the educational experience for all students
- Are beacons that help students turn their creativity into vehicles for high quality education
- Are safe
- Welcome all students and wrap services and supports around them
- Have capable leaders, at the site and district/CMO levels
- Cultivate a love of learning

# Excellent Schools:



- Foster student agency
- Provide a safe, welcoming environment
- Engage children in vigorous, fun learning
- Listen to students
- Provide opportunities for students to build leadership skills
- Prepare students to be engaged citizens
- Feel safe so that kids can take risks
- Teach in the way that kids learn
- Value and respect their educators
- Are constantly reflecting on practice
- Care for the whole student
- Ensure that the student is physically and emotionally ready to learn
- Believe that all students can learn and want to learn
- Are academically rigorous
- Provide different opportunities for all kids to thrive

# Excellent Schools:



- Value children's unique experiences
- Demonstrate high expectations for student self-actualization
- Provide space for students to explore and be exposed to the world of knowledge
- Are rooted in the community dynamic
- Empower children to create their own realities
- Community partnership
- Community engagement
- Radical inclusion of special education
- Reflection practitioners of art of teaching
- Create safe boundaries to fail and learn
- Know their "why"
- Change with the needs of the community
- Engage families and community members
- Consider the "whole child"
- Have a clear vision and coherent instructional framework

# Excellent Schools:



- Support and challenge their teachers
- Are clean, safe, and welcoming
- Promote student agency
- Are inclusive, representing and welcoming families from all backgrounds
- Are joyful, filled with laughter, student talk, and celebration
- Support all learners by building on their assets
- Accelerate outcomes for all students
- Embrace families as partners
- Message to all students and families that post-secondary success is possible
- Empower students to make choices and take agency
- Serve all kids
- Are safe
- Have resources that meet demonstrated needs
- Work with families
- Extend community beyond the school walls

# Excellent Schools:



- Are equitable
- Are positive
- Inspire kids to be curious and self-advocates
- Are student driven
- Take active roles in advocating for change beyond the classroom
- Deliver content that students connect with
- Have staff that are diverse and reflective of communities we are in
- Believe that all students can learn, grow, and pursue a meaningful path
- Are safe and structured
- Engage students in rigorous and personally meaningful curriculum
- Ensure kids leave literate (in reading, tech, etc.)
- Instill self-worth and teach kids to advocate for themselves
- Help all kids become proficient in math and English Language Arts
- Welcome all students and families from all backgrounds
- Inspire students to have joy for learning

# Excellent Schools:



- Enable all students to achieve their potential
- See and believe in every child
- Develop young leaders, listens to students
- Inspire students to give back to their communities
- Empower families and communities
- Is a hub of education, services and activities for the whole neighborhood
- Educate students to have maximum options for college and career
- Celebrates diversity
- Provides equitable experiences and outcomes for all students
- Feel safe and structured
- Prepare kids for college and/or career of their choice
- Communicate with parents
- Welcome all kids
- Support the needs of students and families and put them first when making decisions