

Comments and Questions from Participants at the 2.10.20 CAC Meeting:

- 1) **What is the plan around spending the one-time funding to ensure that it is maximized to support the programming?**
- 2) **What do other surrounding districts spend on special education relative to other districts?**
Comment: 2013 comparisons for per pupil spending with adjoining districts had OUSD at the lowest level.
- 3) **Why can't we bring the Behavior Analysts into the overall staffing for special education for the district?** This is an essential service that is allocated for students without IEPs and that is essential for students with certain disabilities impacting behavior.
- 4) **How does the number of schools that we have compare the overall number of schools that are needed?** If we close some schools does that change the financial outlook of the district?
- 5) **What are the specific proposals for Special Education staffing changes for the 2020-21 budget?**
(Response: Elimination of the Chief of Schools. Reductions: -2 Admin Assistant (3 to 1), -1 TSA (Instructional Coaches, going back to 2017-18 levels)
- 6) **Can we get to FTEs?** We need those to compare levels of support available to students from year to year. This presentation does not show the level of support provided through the entire program, especially with many more students. How do we know that student needs are covered in line with their numbers.
- 7) **Concern about on-going elimination of Special Education administration and the collapsing of 4 positions into one covered by the Director.** What support will no longer be provided? What work will not be done?
- 8) **Concern about increase in SDCs that are going full face into inclusion without paraprofessional support** (the students that are placed in those inclusion placements don't have the support and are not doing well.) We have fewer resources available to do inclusion.
- 9) **I want to understand the reason why paraprofessional support is not assigned.** E.g. No para for an SDC/inclusion student at Monterera who was trapped by other students and assaulted--needed transitional/social support to protect him from students who chose to attack him.
- 10) **There should be pull-out spaces (designated) for inclusion programs and we should not be collapsing students with very different needs into the same spaces or to have them in open spaces that are not adequate.**
- 11) **Back in 2013 there were 9 program coordinators and 20 TSA (program specialist positions for 1000 fewer students. There were also additional lead positions in other areas such as legal, designated services, fiscal, etc. that were specific to Special Education.** Currently, fewer "administrators" are shoring up classrooms with 1st time teachers on emergency credentials and vacancies; they are not operating just as administrators or TSAs but largely as direct emergency support to classrooms, teachers and students. **How can we function with such few people in those support and coaching roles, especially given the fact that we have emergency credential**

teachers at twice the rate as General Ed, many more students than in 2013, and insufficient paraprofessional support?

- 12) I was expecting numbers. Does staffing and funding cover the increasing number of students coming into OUSD?** (Does the 3 million dollars cover the cost of the students?) Response: The 4.7/4.8 million includes new programs and staff step increases. 6,590 are eligible, 600 assessments are pending). The student profile has also changed—more students from group home placements, charter school intakes.
- 13) How do you get schools with lower resources to engage around supporting students with IEPs?**
It is more difficult for them given the lower resources.
- 14) What are the criteria for allocating 1-1s aides?** The presenter reviews the relevant slide.
- 15) I am curious about high school and adult program staff allocations.** [We have grants that are specific to our transition-age youth. Our primary investments in those programs are with staff, travel training, and support in work experience programs.]
- 16) How many of the paraeducator positions are vacant at a given time?** [25 para vacancies; higher than in the last couple of years; that is why we have higher than normal contracts.]
- 17) We used to have 4 Special Educators on a focus team to do IEPs for teachers on leave and vacancies—they are now eliminated. How will that work be done?** We have some retired teachers helping now and have some teachers on extended contract taking on students at their sites.]