



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Meeting of the Community Advisory Committee for Special Education



Monday, September 14, 2020

Instructions Instrucciones

Cintya Molina, LCAP Engagement Program Manager

6:00 pm 5 minutes

Please turn off your video when you are not speaking so that those who need American Sign Language interpretation can more easily see the interpreter. You can turn it back on when you are speaking.

Favor de apagar su video cuando no esté hablando para que aquellos que necesitan interpretación en el Lenguaje de Signos Americano. Lo puede prender de nuevo cuando esté hablando.

Welcome ⇔ Bienvenidos

Please do not change settings until instructions are given.

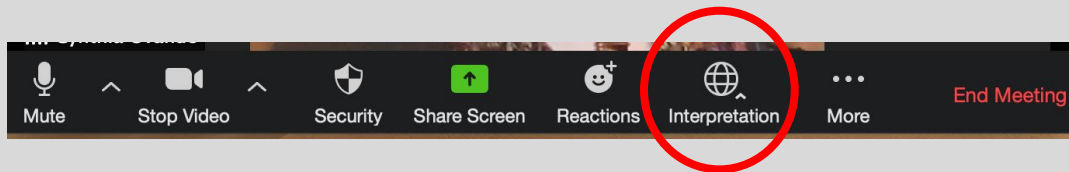
-

Por favor NO cambie la configuración hasta que se le indique.

Interpretation ⇔ Interpretación

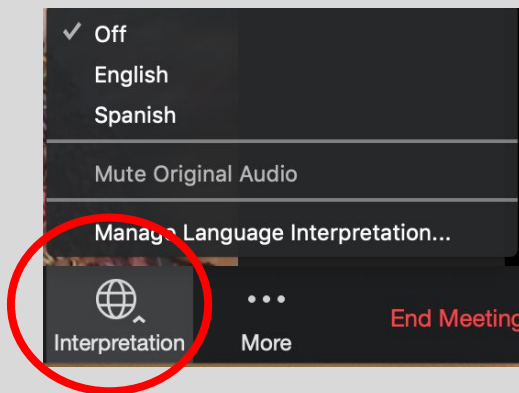
1 Go to Controls

Vaya a los controles



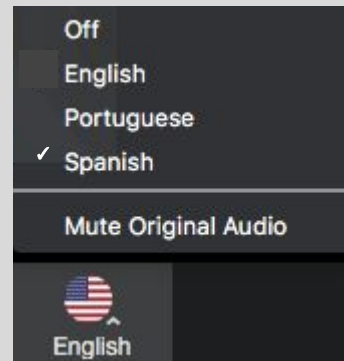
2 Click “Interpretation”

Clic en “Interpretación”




3 Choose a Language

Escoja un idioma



If you do not see the interpretation icon on your phone screen:

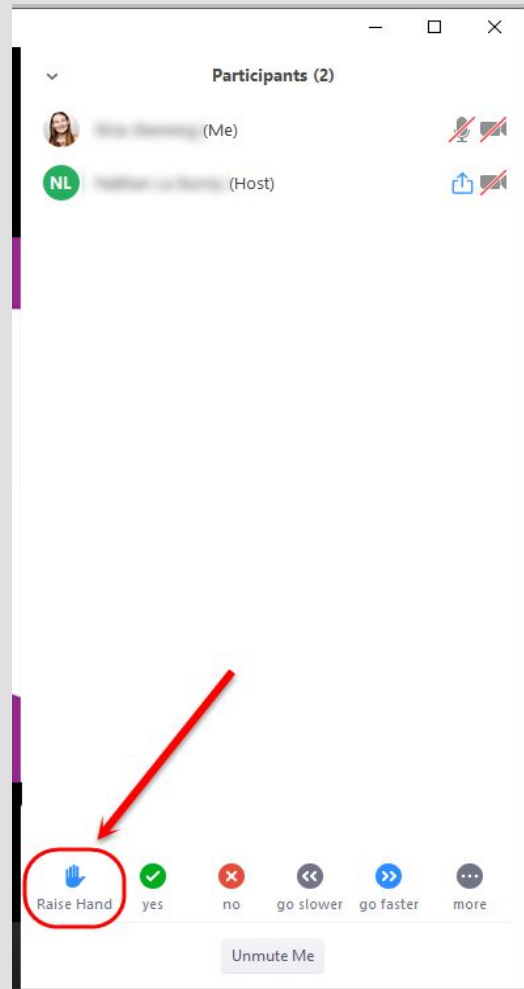
Si no ve el ícono de interpretación en la pantalla de su teléfono:

- 1) Tap on the **three dots** at the end of the meeting controls. 
Toque sobre los **tres puntos** al final de los controles para la junta.
- 2) Tap on "**Language Interpretation**" and choose your language.
Toque sobre "**Language Interpretation**" y escoja su lenguaje.
- 3) Tap on "**Mute Original Audio**" and then on "**Done.**"
Toque sobre "**Mute Original Audio**" y después sobre "**Done.**"

¿Puede oír al intérprete?
Can you hear the interpreter?

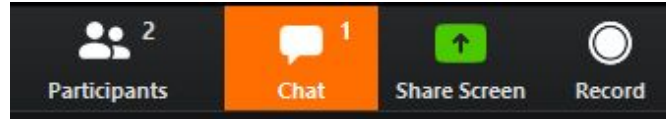


Levante la mano
Raise your hand



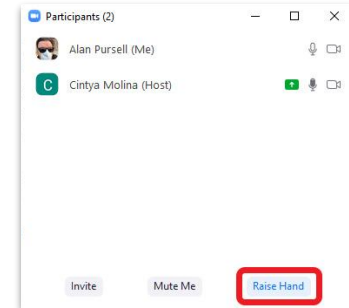
Recording Grabación

How to Use Chat Como utilizar el espacio de chat



Who We Can See and Hear A quienes vemos y escuchamos

Raising Your Hand Como levantar la mano



Please Use the Sign-In Sheet & Exit Ticket.

Favor de utilizar la Hoja para Registrarse y el Boleto de Salida.

We will share the links in the chat space.

Compartiremos los vínculos en el espacio de *chat*.

You can also find them at www.ousd.org/LCAP in the folder for the committee and under today's date.

También puedo encontrarlos en www.ousd.org/LCAP en la carpeta del comité bajo la fecha de hoy.

→
→

Link to the Sign-In Sheet:

Vinculo a la Hoja para Registrarse:

Breakout Groups Grupos de Diálogo Pequeños

In the 6:45 pm section, we will break into small groups to give additional feedback for the *Learning Continuity & Attendance Plan (LCP)*.

En la sección de las 6:45 pm nos dividiremos en grupos pequeños para ofrecer comentarios adicionales para el Plan para Continuidad en el Aprendizaje y Asistencia (LCP).

How to Choose a Breakout Group

Cómo Escoger un Grupo de Diálogo Pequeño

To choose a breakout group, you will rename yourself within Zoom. The abbreviation for the group you choose will follow your name.

Para escoger un grupo de discusión, usted cambiará su nombre en Zoom. La abreviación del grupo de discusión seguirá después de su nombre.

Breakout Groups Grupos de Diálogo Pequeños

To rename yourself, first click on the participants icon at the bottom of your screen.



Para cambiar su nombre, primero presione el icono de "Participants" al fondo de su pantalla.

Breakout Groups

Grupos de Dialogo

Pequeños

Find your name and hover your cursor over it. Then, click on the "Rename" button.



Encuentre su nombre y deslice su *cursor* sobre el mismo. Presione el botón para renombrarse, "Rename."

Breakout Groups

Grupos de Dialogo

Pequeños

Write your first and last name followed by the abbreviation for the breakout group.

We will have eight breakout groups: 6 in English only; 2 in English and Spanish.

Renómbrese con su primer nombre y apellido seguido por las abreviaturas del grupo pequeño.

Tendremos 8 grupos: 6 en inglés solamente; 2 en inglés y español.

Breakout Groups

Grupos de Dialogo

Pequeños

English Only ENG

English and Spanish Bilingual BIL

Inglés Sólomente ENG

Bilingüe en Inglés y Español BIL

For example, if your name is Binh Tram and you want join the English-only group, you would rename yourself like this: **Binh Tram--ENG**

Por ejemplo, si su nombre es Binh Tram y usted quiere unirse al grupo de sólo inglés, usted se renombraría así: **Binh Tram--PS/ENG**

**Rename yourself now to
make your choice.**

Cambie su nombre ahora
para hacer su selección.

Breakout Groups

Grupos de Dialogo

Pequeños

English Only ENG

English and Spanish Bilingual BIL

Inglés Sólomente ENG

Bilingüe en Inglés y Español BIL

If you are having difficulty renaming yourself to make your choice, you can send a private chat message to **XXXXXXXXXXXXXXXXXX**.

Si tiene dificultad para cambiar su nombre y hacer su selección, puede enviar un mensaje en chat privado a **XXXXXXXXXXXXXXXXXX**.

Welcome Bienvenida

Kelly Bresso, CAC Chair

6:15 2 minutes

Roll Call

Pasar Lista

Kelly Bresso, CAC Chair

6:17 3 minutes

Members:

Kelly Bresso, Alan Pursell, Myrna Kelly, Sheila Hubbard,
Jennifer Blake, Inga Wagar, Kristen Zimmerman,
Lisa Rasler, Clio Rasler, Patty Juergens, Oscar Lopez,
Sayuri Sakamoto, Michael Loudon, Carol Delton,
Monica Wheaton-Howell

Quorum=8

Introducing Ourselves Presentándonos

Kelly Bresso, CAC Chair

6:20 10 minutes

Who Is Here Today? ¿Quiénes están aquí hoy?

Introduce yourself in the chat when we call your grade span or category.

Please name your school, program, or organization.

You can also share other brief identifying information if you want to do so.

Preséntese por *chat* cuando mencionen su nivel de grado o categoría.

Favor de nombrar su escuela, programa u organización.

Si así lo desea, también puede compartir otra información breve que lo identifique.

Who Is Here Today? ¿Quiénes están aquí hoy?

Families: Familias:

Infant to Pre-School Parvulos-Preescolar

Tk to 5th Tk-5to

6th to 8th 6to a 8vo

9th to 12th 9no a 12mo

Young Adult Adultos Jóvenes

School Site Staff Empleados escolares

District Staff Empleados del distrito

Community Organizations & Agencies
Organizaciones y agencias de la comunidad

Community Members
Miembros de la comunidad

Meeting Goals

Metas de la Junta

Kelly Bresso, CAC Chair

3 minutes

Meeting Goals Metas de la Junta

Learn what's new for the Special Education Department in 2020-21, including student enrollment, staffing numbers, goals for the year, and department needs

Meeting Goals Metas de la Junta

Hear review of CAC feedback related to the Learning Continuity and Attendance Plan and find out what impact of the feedback had on the plan

Meeting Goals Metas de la Junta

Share additional feedback for the *2020-21 Learning Continuity and Attendance Plan*

Meeting Goals Metas de la Junta

Learn about the process to develop the OUSD Safety Plan that implements the *George Floyd Resolution to Eliminate the Oakland Schools Police*.

Meeting Goals Metas de la Junta

Learn how to get involved in the *Community Advisory Committee for Special Education*

Meeting Agreements

Acuerdos de la Junta

2 minutes

Agreements

- ❖ One mic
- ❖ Take space; make space
- ❖ Honor the agenda
- ❖ Tough on problems; easy on people
- ❖ Listen to understand
- ❖ Offer solutions

Acuerdos

- ❖ Un micrófono
- ❖ Participar y permitir la participación de otros
- ❖ Respetar la agenda
- ❖ Duros con los problemas; suaves con las personas
- ❖ Escuchar con la intención de entender
- ❖ Ofrezca soluciones

Special Education Department Updates

Anuncios del Departamento para la Educación Especial

Jennifer Blake, Special Education Executive Director

6:15 pm 30 minutes

We Are Here to Help! ¡Aquí para ayudarle!

Allison Guilfoil, Elementary Networks 2 and 3 allison.guilfoil@ousd.org

Bridges @ Melrose Melrose Leadership Montclair Peralta Prescott Sankofa United Think College Now Thornhill Chabot Crocker Highlands Emerson Esperanza Global Family	Hillcrest ICS Korematsu Manzanita Community Manzanita SEED Melrose Leadership Montclair Peralta Prescott Sankofa United Think College Now Thornhill	Acorn Woodland Bella Vista Brookfield Burckhalter Carl Munck Cleveland East Oakland Pride EnCompass Grass Valley Greenleaf Hoover	Horace Mann Howard Roses (RIC), Merging Madison Primary New Highland RISE
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We Are Here to Help! ¡Aquí para ayudarle!

Cary Kaufman, Elementary Network 4 & Middle Schools cary.kaufman@ousd.org

Allendale	Laurel	Bret Harte	United for Success
Community United	Lincoln	Claremont	Urban Promise
Franklin	Markham	Edna Brewer	West Oakland Middle
Fruitvale	Martin Luther King Jr	Elmhurst United	Westlake
Futures	Parker	Frick United Academy of	
Garfield	Piedmont Ave.	Language	
Glenview	Reach	Montera	
Joaquin Miller	Redwood Heights	Roosevelt	
La Escuelita	Sequoia		

We Are Here to Help! ¡Aquí para ayudarle!

Neku Pogue, High School and Alternative Education neku.pogue@ousd.org

Bunche
Castlemont
Coliseum College Prep
Community Day HS
Dewey
Fremont
Gateway To College
LIFE Academy
Madison Upper
McClymonds

Met West
Oakland High
Oakland International
Oakland Tech
Rudsdale Continuation
Skyline
Sojourner Truth
Street Academy
Rudsdale Newcomer

We Are Here to Help! ¡Aquí para ayudarle!

Allison Guilfoil, Elementary Networks 2 and 3

Cary Kaufman, Elementary Network 4 and Middle Schools

Neku Pogue, High School and Alternative Education

David Cammarata, Young Adult Program and Career-Transition Services

Theresa Lozach, Burbank and Special Education ECE

Anne Zarnowiecki, Related Services and Nonpublic School Placements

Stacey Lindsay, Psychological and Social Work Services

Department Update Anuncios del Departamento

Department Update (15 minutes)

- Student Enrollment
- Staffing Update
- Big Rocks for the Year
- Department Needs and Asks

Questions & Answers (10 minutes)

familycentral.ousd.org



Español

العربية

中文

Tiếng Việt

Welcome OUSD Families!



Week 1: Welcoming Students and Families

During this first week of school, you and your child will connect with your teacher or teachers, and will participate in orientations. Also, you can explore resources on Family Central to learn more about [signing into a Chromebook](#), [Google Classroom](#), [Seesaw](#), and [Zoom](#).

Here are some things to expect this week (8/10 - 8/14):

- Your school will offer an online orientation for you and your child.
- Your child's teacher(s) will reach out to you may schedule a virtual home visit.
- Your child should be engaging online everyday - attendance will be taken.

Make sure to:

- Get a computer and set it up for distance learning. If you still have technology needs, here is the link to apply for free devices: <http://undivided.techexchange.org>
- Check your technology and use the OUSD Tech Hotline at 510-866-2260 for help with internet access, hotspots, turning on devices, charging, or logging into a Chromebook.
- For Chromebook login issues, please contact your student's teacher or school for username and password.
- Participate in orientations, and explore the resources for supporting distance learning, including the Week 1 Elementary Family Plans

Still need register? You can complete [registration online](#) and in person.

Video Tutorials:

Updates

Family Session: Setting Up Your Home for Distance Learning, on [Thurs Aug 13, 5pm](#), [Zoom link](#). Interpretation will be available in Arabic, Cantonese, Khmer, Mandarin, Spanish.

Complete the #OaklandUndivided [Tech Check survey](#).
NEW! [Video Tutorials to Set up Cool Pad Hotspots](#)

["Grab and Go" free meals for OUSD Students](#) Starting Aug 10th, at 22 locations with your student's I.D.# from previous school year

[Distance Learning Options for Families](#), [Spanish](#), [Chinese](#), [Cambodian](#), [Arabic](#)



[Spanish](#) [Chinese](#) [Arabic](#) [Vietnamese](#)

Elementary Strong Start Plans: [K](#), [1](#), [2](#), [3](#), [4](#), [5](#)

Elementary Week 1 English Materials: [K](#), [1](#), [2](#), [3](#), [4](#), [5](#)

Elementary Week 1 Spanish Materials: [K](#), [1](#), [2](#), [3](#), [4](#), [5](#)

Video: How to Use the Daily Family Plan [English](#), [Spanish](#)

Impact of CAC Feedback on the *Learning Continuity & Attendance Plan*

Impacto de los Comentarios del CAC
sobre el Plan para la Continuidad en
el Aprendizaje y la Asistencia

Alan Pursell, CAC Vice-Chair
Various OUSD Administrators

6:45 pm 85 minutes

Review of CAC Feedback

Repaso de Comentarios del CAC

10 minutes

MOST URGENT NEED RAISED: STUDENTS WITH SEVERE DIS/ABILITIES NEED IN-PERSON SUPPORT, especially in the case of:

- families who cannot provide adequate adult supervision
- those with families who cannot communicate with providers in their native tongue and whose children face language and other barriers in distance-learning class settings;
- foster students lacking consistent adult care or assistance, especially in group homes

NEXT MOST URGENT NEED RAISED: COMMUNICATION & PIPELINE OF INFORMATION

Families of students with IEPs, especially those who speak languages other than English, need phone lines to ask questions, be directed to appropriate staff people, and get timely answers in their own language. Directory information is not available to these families who face additional challenges in supporting learning at home.

COMMUNICATION & A PIPELINE OF INFORMATION:

Clear communication for families to have access to programs that can assist them.

Example: finding out about programs such as the twice-weekly technology training led by Special Education staff

Siloing of Special Education must be broken. Examples: Links in [OUSD Family Central](#) site; posting of letters on a web site not enough for families with difficulties getting online

NEED FOR SPECIFICITY IN THE *LCP* ABOUT REVISED OR NEW INVESTMENTS

Request for a comprehensive and transparent spending plan that accounts for all Special Education on-going and emergency expenditures. This will allow the CAC and other Special Education stakeholders to provide substantive feedback and identify gaps and opportunities in collaboration with other committees and stakeholder groups.

NEED FOR INFORMATION IN THE *LCP* ABOUT CHANGING ROLES AND THE IMPACT OF THE MOU WITH OEA ON SERVICE MINUTES & DISTANCE LEARNING PLANS

The plan must clearly enumerate and describe changes to existing roles, and address the impact of the MOU with OEA on capacity of providers to fulfill the service minutes within student IEPs and to develop the Distance Learning Plans newly mandated by SB 98 in collaboration with parents, guardians, and education rights holders.

NEED TO UNDERSTAND WHAT THE SCHOOL DAY CAN LOOK LIKE WHEN:

- Combining the support of General Education teachers, Special Education teachers, designated service providers, and paraprofessionals.
- Gen Ed instruction is shifting to more small groups, more self-guided (asynchronous) instruction. *Example: What does push-in and inclusion support mean within these shifts?*

CAC calls for spaces to be created within the LCP to provide for the following:

- increased in-person support for all Special Ed students (Pre-K to Young Adult)
- creation of a communications position that can partner with other departments to get information out during this crisis;
- increased language support from the Office of Equity, with a partnership in the hiring and training of interpreters

CAC calls for spaces to be created within the LCP to provide for the following:

- work with Foster Youth Services to hire back case managers for much needed support and stability for students, in particular foster students with dis/abilities.
- comprehensive and transparent spending plan that accounts for all Special Education on-going and emergency expenditures.

Review Impact of Feedback

Repasar Impacto de los Comentarios

15 minutes

Clarifying Questions

Preguntas Aclaratorias

10 minutes

Breakout Group Discussions

Discusiones en Grupos Pequeños

30 minutes

Report Back from Breakout Group Discussions

**Reporte de las Discusiones
en Grupos Pequeños**

20 minutes

Content from the
August meeting at the
end of the slide deck

Process for the OUSD Safety Plan

Proceso para el Plan de Seguridad de OUSD

8:15 pm 10 minutes

Call for CAC Members

Llamado a la Membresía en el CAC

What the CAC Does Lo Que Hace el CAC

- advises the School Board and OUSD administrators on the development of the Local Plan for Special Education.
- Recommends annual priorities for the plan.
- Involves parents and other volunteers in helping to implement the plan.

What the CAC Does Lo Que Hace el CAC

- Encourages community involvement in developing and reviewing the plan.
- Supports activities on behalf of people with dis/abilities
- Supports parent awareness of the importance of school attendance

What the CAC Does Lo Que Hace el CAC

→ Supports involvement in the LCAP Parent & Student Advisory Committee to encourage the inclusion of families of students with dis/abilities

Source: California Ed Code Section 30 EC 56194

Everyone Is Welcome! ¡Todos son bienvenidos!

The meetings of the CAC are public. We invite you to attend throughout the year.

Meetings of the CAC take place on the 2nd Monday of every month with a few exception for holidays. The CAC will meet next on Monday, September 14.

Meetings begin at 6:00 pm and end by 8:30 pm.

Information for Meetings Informacion para las Juntas

If you cannot fill out the sign-in sheet tonight, send a text message with your email address and phone number to Cintya Molina at 510-491-6069 to receive invitations and reminders for the meetings.

You can find links to join each meeting, along with other meeting information, in the OUSD Events Calendar at www.ousd.org/calendar

Membership Membresía

Elections take place every month as long as there are vacancies to fill. We will begin electing new members next month.

To learn more write to Cintya Molina at cintya.molina@ousd.org or to the CAC members at cacoakland@gmail.com. You can also review the membership presentation at <https://bit.ly/ousdcacmember>

How You Can Communicate with the CAC and Each Other

- [CAC Facebook Page](#)
- cacoakland@gmail.com
- (510) 545-3837

Other Advisory Committees

Committee to Empower Excellence in Black Students' Education (1st Thursdays)

District English Language Learners' Sub-Committee (3rd Thursdays in specific months)

Community Advisory Committee for Special Education (2nd Mondays)

LCAP Parent & Student Advisory Committee (3rd Wednesdays)

Foster Youth Advisory Committee (4th Tuesdays)

These are the routine meeting days for each committee with some exceptions due to holidays.

Public Comments

Comentarios Públicos

10 minutes

Link to Exit Ticket

In the CAC folder under today's date at www.ousd.org/LCAP:

Link

Closing

Cierre

Community Schools, Thriving Students



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

1000 Broadway, Suite 680, Oakland, CA 94607

www.ousd.org



@OUSDnews

Contact us for additional information [optional contact area]
Phone: 510.555.5555 | Email: info@ousd.org

Learning Continuity & Attendance Plan (LCP)

New tool created to explain to students, families, and stakeholders how District will provide in-person and distance learning for 20-21

Covers 2020-21 plan for:

- In-person instruction
- Distance learning program
- Addressing unique needs of English Language Learners, low-income students, unhoused students, foster youth, students with dis/abilities, and Black students

Learning Continuity & Attendance Plan (LCP)

Covers 2020-21 plan for:

- addressing unfinished learning that resulted from extended school closures;
- supporting mental and social-emotional health of students and staff;
- providing students with continued access to food; and
- increasing or improving services for foster youth, low-income students, and English learners.

Learning Continuity & Attendance Plan (LCP)

Special Education information in the LCP:

All IEPs will be followed to the maximum extent possible, including direct academic and related services.

Along with other students, students with disabilities will start the year participating in Special Education services virtually.

Each student will have a Distance Learning Plan to specify services and supports they will receive during distance learning.

Learning Continuity & Attendance Plan (LCP)

Teachers will:

Provide direct instructional services that align to each students' IEP to the maximum extent possible;

Hold IEP meetings and share data on students' levels and goal progress;

Consult with other service providers and general educators to ensure materials are adapted for student access;

Collaborate and communicate with families as partners in learning;

Provide schedules and guidance for support staff to maximize the support they can provide to students.

Learning Continuity & Attendance Plan (LCP)

Paraeducators and instructional support specialists will provide direct instructional support such as:

- “Pushing in” to general education content sessions to facilitate breakout groups or provide accommodations in real time;

- Supporting a special education teacher with the delivery of content during separate setting sessions;

- Working with individual students to facilitate access to the asynchronous content prepared and provided by the Special Education or General Education teacher;

Learning Continuity & Attendance Plan (LCP)

Paraeducators and instructional support specialists will provide direct instructional support such as:

- Providing behavioral supports, including reinforcement and redirection, during sessions;

- Ongoing contact with students to support their attendance and continued engagement; and

- Collaborating with teachers to adapt materials and lessons to ensure implementation of student accommodations and modifications.

Learning Continuity & Attendance Plan (LCP)

Related service providers, such as occupational therapists, speech-language pathologists, and other specialists, will continue to provide direct services virtually.

Mental health clinicians will provide daily check-ins with students to support ongoing use of coping and de-escalation skills, in addition to providing group services as indicated in IEPs.

Learning Continuity & Attendance Plan (LCP)

For our youngest learners and students with intensive needs, schedules will focus on short periods of direct, live instruction coupled with ongoing parent/family collaboration to support opportunities for IEP goal practice at home.

Our young adults will continue to have access to community college online courses, and teachers and staff will focus on independent living and vocational skill development activities.

Learning Continuity & Attendance Plan (LCP)

To support families as their students are in distance learning:

Staff will host technology-focused trainings online two times per week, which will be recorded for later access by families and staff.

For students who have technology tools and devices in their IEPs (e.g., switches, communication devices), the devices will be provided to them, and technology support will be available to ensure parents and caregivers understand how to use the devices.

Learning Continuity & Attendance Plan (LCP)

To address unfinished learning, students will be offered tiered supports based on the level of skill regression.

Tier I: Intervention materials, increased family/parent partnership to ensure use of asynchronous learning tools, and small groups for targeted instruction.

Tier II: Additional small intervention groups built into the weekly schedule of each Special Education teacher.

Tier III: Additional services such as individual tutoring, in-home behavior intervention & support, additional speech-language sessions.

Learning Continuity & Attendance Plan (LCP)

Link to the Draft Document

1	2	3	4	5
<ul style="list-style-type: none"> • Disagree • Veto • Totally Opposed 	<ul style="list-style-type: none"> • Grave Concerns • Not Comfortable • Many Reservations 	<ul style="list-style-type: none"> • Decision is OK • Some concerns • Can “Live With” It 	<ul style="list-style-type: none"> • Support Decision • Basically Like it 	<ul style="list-style-type: none"> • Whole Heartedly Support Decision
<ul style="list-style-type: none"> • En Desacuerdo • Veto • Totalmente Opuesto 	<ul style="list-style-type: none"> • Graves Preocupaciones • No Estoy Cómodo • Muchas Reservas 	<ul style="list-style-type: none"> • Decisión Está Bien • Algunas Preocupaciones • Puede “Vivir Con” la Decisión 	<ul style="list-style-type: none"> • Apoyo la Decisión • Básicamente Me Gusta 	<ul style="list-style-type: none"> • Apoyo la Decisión de Todo Corazón

**ALL BODIES ARE CAUGHT IN THE BINDINGS OF ABILITY,
RACE, CLASS, GENDER, SEXUALITY AND CITIZENSHIP.
WE ARE POWERFUL NOT DESPITE THE COMPLEXITIES
OF OUR IDENTITIES, BUT BECAUSE OF THEM.**

**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.

**TODOS LOS CUERPOS ESTAN ATRAPADOS EN LAS ATADURAS
DE LA CAPACIDAD, RAZA, CLASE, GENERO, SEXUALIDAD Y
CIUDADANIA.**

**SOMOS PODEROSOS NO A PESAR A LAS COMPLEJIDADES DE
NUESTRAS IDENTIDADES, SINO DEBIDO A ELLAS.**

**SÓLO EL ACCESO UNIVERSAL Y COLECTIVO NOS PUEDE LLEVAR
A LA LIBERACIÓN UNIVERSAL Y COLECTIVA.**

ESTO ES JUSTICIA DE DISCAPACIDAD.

<https://www.sinsinvalid.org/>