

# Oakland Unified School District

Board of Education  
1000 Broadway, Suite 680  
Oakland, CA 94607-4099  
(510) 879-8199 Voice  
(510) 879-2299 eFax  
(510) 879-2300 eTTY/TDD  
boe@ousd.org E-Mail



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## **Meeting Minutes Long - Final**

**Monday, January 23, 2017**

**5:30 PM**

**Auditorium - Cole Elementary School Site - 1011 Union Street, Oakland, CA  
94607**

## **Community Advisory Committee-Programs for Exceptional Children**

***Patty Juegens, Tandra DeBose, Rosa Bay, Sharon Jobson, Melody Davis, Leon  
Bacchues, Michelle Stivers, Lorelei Self, Lisa Rasler, Inga Wagar, Brian Blaisch, Jacob  
Mata, Isabel Malagon, Kristen Zimmerman,  
Clio Rasler, Jose Martinez, Sarah Fetter, Sayuri Sakamoto, Aline Murillo***

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អ្នកណាដែលត្រូវការសេវាបកប្រែភាសាដោយផ្ទាល់មាត់ ឬជាលាយលក្ខណ៍អក្សរ ឬត្រូវការការជួយសម្រេចសម្រួលយ៉ាងសមរម្យមួយ ដើម្បីចូលរួមក្នុងកិច្ចប្រជុំសាធារណៈ ត្រូវផ្តល់ដំណឹងទៅកាន់ទីការិយាល័យនៃក្រុមប្រឹក្សាអប់រំ ឱ្យបានចិតសិចពី (72) ម៉ោងមុនកិច្ចប្រជុំ តាមរយៈទូរស័ព្ទលេខ [\(510\) 879-8199](tel:(510)879-8199) ឬតាមរយៈអ៊ីមែល [boe@ousd.org](mailto:boe@ousd.org) ឬទូរស័ព្ទ eTTY/TDD លេខ [\(510\) 879-2300](tel:(510)879-2300) ឬទូរសារលេខ [\(510\) 879-2299](tel:(510)879-2299)។

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## COMMUNITY ADVISORY COMMITTEE - RESPONSIBILITIES AND AUTHORITY

### A. Call to Order

*The meeting begins at 6:03 p.m.*

*The meeting participants introduce themselves. 35 participants are present at the start of the meeting.*

*Lisa Rasler welcomes everyone. She mentions the budget concerns and people's nervousness at the national and local level. Devos and Sessions talking about Special Education as a burden on the system. We have been pinpointed as the source of OUSD budget woes but there is no clear information on those issues.*

*Lisa Rasler invites Aimee Eng to speak on the matter of Special Education and the budget. "We are just embarking on the conversation. There is more study that needs to be done at the district and the site level. I am interested in a deeper dive into the Special Education budget—near, middle, and long term. It is difficult to get specific information at the Board meeting. There will be a date in March and you will be invited to understand and recommend.*

*Sondra Aguilera brings up a couple of points. In our district we don't consider providing services as a hindrance to our district. That is not the way that we are talking about it.*

*Our investments:*

- *Non-public agencies: group of vendors that provide services when we are not able to do so. 9% increase in the services that are being provided (same level of service).*
- *Non-public schools: students referred to them. NPS team has brought back students to OUSD but the cost to provide the service has gone up.*

*It is costing more to provide services to fewer students.*

*Bay Area Collaborative: our preferred vendor. They have to bring their increases to a board of SELPA directors—e.g. COLA and pay raises. Other cost increases: minimum wage increase, rent increase, etc.*

*It is our job to continue to educate our community about the rules regarding Maintenance of Effort. We can't spend less each year to support students than we did the year before.*

*Sondra used information about priorities gathered during our December meeting in meetings with district leaders. The message: we need to invest to fully staff the Special Education Program.*

*Lisa Rasler: Glad that the board will be more involved and surfacing the decisions that are being made about the budget and to discuss with us.*

### B. Roll Call

### C. Speaker Request Cards/Modification(s) To Agenda

*None*

## D. Election of Officer

### [16-2641](#) Nomination(s), Secretary, Community Advisory Committee - 2018 Term

Acceptance of Nomination(s) from the membership for the position of Secretary,  
Community Advisory Committee - 2018 Term.

**Postponed to a Date Certain**

### [16-2642](#) Election of Secretary, Community Advisory Committee - 2018 Term

Shall [Nominee(s)] be elected Secretary, Community Advisory Committee?

**Postponed to a Date Certain**

## E. Adoption of Committee Minutes

## F. Adoption of the Committee General Consent Report

*None*

## G. Unfinished Business

*None*

## H. New Business

### [17-0161](#) Community Advisory Committee - Using Positive Behaviors - Help All Students Succeed

Presentation by Robert Churchill, from Behavioral Health Unit to Community Advisory Committee.

**Attachments:** [17-0161 Community Advisory Committee - Using Positive Behaviors - Help All Students Succeed](#)

*Community Advisory Committee - Using Positive Behaviors - Help All Students Succeed  
Presentation by Robert Churchill, from Behavioral Health Unit to Community Advisory  
Committee.*

*Lisa Rasler introduces Robert Churchill. He will speak about PBIS—what it is and why it is here in Oakland*

*What is MTSS? A framework that meets different learning needs and styles—giving learners what they need but just what they need. It is an equity based system.*

*Is this a new structure? Coordinated early intervention services?*

*PBIS is an offshoot of behavior analysis. We roll out PBIS in OUSD as part of our early*

*intervention plan. It supports General Education to prevent behaviors from escalating to the point of needing Special Education services. We need to provide new and alternative ways to support behavior to address the disproportionate identification of African-American males as having emotional disturbance.*

*Richard explains the support provided by the PBIS teams. There is currently a focus only on TK-5.*

*Re-direction, positive reinforcement, classroom design, prompting (individual child)*

*Does this apply to Special Education? No, only in the classroom context. This is part of the 15% set-aside so we cannot serve students with IEP's.*

*How does this connect with Restorative Justice? RJ has a multi-tiered approach too. There is a collaboration with RJ.*

*Could RJ use more behavior analysis? I am not as familiar with the higher tier services. I don't have the answer but you have generated my interest.*

*Does every school have a PBIS team? Almost every one.*

*Was the data only for elementary? No all grades. But we maximize our services by focusing on elementary (one classroom in elementary, middle school means training more teachers, more impact earlier, etc.)*

*PBIS at the secondary level: there is a team but is more dependent on site administration (time to meet, time to share data, etc.)*

*Even with the best Tier 1 and Tier 2 support not all students will respond. Tier 3 is the more intensive level support: individual assessment with individual plans that everyone gets trained to implement.*

*What is Tier 1 support?*

*How long has this been going on? 4th year of intensive roll-out*

*What happens when you don't focus on Tier 1, you end up with a lot of Tier 3, an inverted pyramid.*

*Trauma informed approaches that make sure that we don't unnecessarily triggering students.*

*Some schools receive more Tier 3 students from other schools. It is not necessarily that their lack of support for Tier 1 is causing the need for Tier 3 support.*

*Robert Churchill is talking about how direct teaching/practice related to behavior early in the year pays off later on with more time on-task during teaching.*

*Are Special Education teachers and aides invited to these trainings? Yes, because it does not cost extra to include them.*

*Examples of Tier 1, Tier 2, and Tier 3 support.*

*Breakdown of Positions, Services, and Budget*

*How can SDC teachers, for example, get support in developing and implementing behavior plans?*

*How do we train the teacher aides? There are aides that want to lead above the teacher.*

*We have contracted with a company to do professional development with our paraprofessionals. We are starting this Friday with a cohort of 25-30. You are not wrong; we need to do a better job with our paraprofessionals.*

*Richard: I agree that it is too frequent that the aides are operating separate from the teachers.*

*Question about who is participating: The Intervention Specialists expressed an interest in the training as a group. We are starting with them.*

*Having this type of training in SDC's for high quality Special Day Classes could be a pathway to inclusion.*

*Sharon: We have many teachers who have not yet completed their programs (where they often get more training than in General Education programs) so we have a responsibility to train them.*

**Discussed**



[17-0166](#)

### **Community Advisory Committee - Report Out - Local Plan Sub-Committee and Outreach Sub Committee**

Report by Local Plan Sub-Committee on the upcoming meeting on February 6, 2017 and report by Outreach Sub-Committee on day and time for regular Outreach Committee meetings, involvement from schools and committee members, in what ways can Outreach Sub-Committee keep past Community Advisory Committee (CAC) participants coming, and the goal of Outreach Sub-Committee to Community Advisory Committee.

**Attachments:** [17-0166 Community Advisory Committee - Report Out - Local Plan Sub-Committee - Outreach Sub Committee](#)

*Community Advisory Committee - Report Out - Local Plan Sub-Committee and Outreach Sub Committee*

*Local Plan Sub-Committee: Next meeting was supposed to be on Monday but I have to present in Sacramento*

*Kelly Bresso gives update of the work that has been taking place in the Outreach Subcommittee. There will be efforts to reach out to SPED teachers from the schools they are representing to help with outreach. Subcommittee members will also call CAC participants to thank them for attending to our session and to remind them to our next session. The outreach committee has set a goal of calling a minimum of 15 CAC participants after every meeting.*

*Jose Martinez was unanimously elected.*

**Discussed**

**I. Public Comments on All Non-Agenda Items Within the Subject Matter Jurisdiction of the Committee**

**17-0168 Public Comment on All Non-Agenda Items Within the Subject Matter Jurisdiction of the Committee – Up to 30 Minutes - January 23, 2017**

Public Comment on All Non-Agenda Items Within the Subject Matter Jurisdiction of the Committee - Up to 30 Minutes - January 23, 2017.

**No Comments**

**J. Introduction of New Legislative Matter**

*None*

**K. Adjournment**

*The meeting adjourned at 7:50 P.M.*

Prepared By: \_\_\_\_\_

Approved By: \_\_\_\_\_