

Oakland Unified School District

Board of Education
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Meeting Minutes Long - Final

Monday, March 13, 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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Những người nào cần thông ngôn hay phiên dịch hay một sắp xếp hợp lý nào để tham gia các buổi họp phải thông báo Văn phòng của Hội đồng Giáo dục bảy mươi hai (72) tiếng đồng hồ trước buổi họp, số điện thoại [\(510\)879-8199](tel:5108798199) (VM); hay là boe@ousd.org (E-Mail); hay là [\(510\) 879-2300](tel:5108792300) (eTTY/TDD); hay là số [\(510\) 879-2299](tel:5108792299) (eFax).

សេវាបកប្រែភាសា និងការអនុលោមតាមច្បាប់ជនជាតិអាមេរិកាំងពិការ

អ្នកណាដែលត្រូវការសេវាបកប្រែភាសាដោយផ្ទាល់មាត់ ឬជាលាយលក្ខណ៍អក្សរ ឬត្រូវការការជួយសម្រួលសម្រាប់ការចូលរួមក្នុងកិច្ចប្រជុំណាមួយ ត្រូវផ្តល់ដំណឹងទៅកាន់អគ្គនាយកដ្ឋានអប់រំ ឱ្យបានច្រើនជាងពីរ (72) ម៉ោងមុនកិច្ចប្រជុំ តាមរយៈទូរស័ព្ទលេខ [\(510\) 879-8199](tel:5108798199) ឬតាមរយៈអ៊ីម៉ែល boe@ousd.org ឬទូរស័ព្ទ eTTY/TDD លេខ [\(510\) 879-2300](tel:5108792300) ឬទូរសារលេខ [\(510\) 879-2299](tel:5108792299)។

الامتثال لقانون الأمريكيين ذوي الإعاقات (ADA) وتوفير الخدمات اللغوية

من يحتاج إلى خدمات الترجمة المكتوبة أو خدمات الترجمة الفورية أو الترتيبات التيسيرية المعقولة لكي يساهم في الاجتماعات فالمرجو منه إبلاغ مكتب إدارة التعليم إثنين وسبعين (72) ساعة قبل الاجتماع بوسيلة من الوسائل التالية:

| | | | |
|----------------|---------------------|--------------------|--|
| الهاتف الصوتي: | الهاتف للصم والبكم: | الفاكس الإلكتروني: | البريد الإلكتروني: |
| 510.879.8199 | 510.879.2300 | 510.879.2299 | boe@ousd.org |

A. Call to Order

Quorum was established at 6:30 P.M.

B. Roll Call

Present 11 - Steve Asztalos
Carmen Barrera
Barbara Kass
Inga Wagar
Lisa Rasler
Michelle Stivers
Melody Davis
Sharon Jobson
Lisa Orube
Patty Juergens
Sharon Faulk
Absent 9 - Brian Blaisch
Lorelei Self
Leon Bacchues
Rosa Bay
Tandra DeBose
Sheilagh Andujar
Ray Bermudez
Liz Sullivan
Cintya Molina

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

None

Election of Officers

[17-0502](#) **Nomination(s), Chair, Community Advisory Committee - 2018 Term**

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

Postponed to a Date Certain

[17-0503](#) **Election of Chair, Community Advisory Committee - 2018 Term**

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

Postponed to a Date Certain

[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.

16-2642 Election of Secretary, Community Advisory Committee - 2018 Term

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

Elected

Enactment No: 17-0391

D. Adoption of Committee Minutes

None

E. Unfinished Business

None

F. New Business

17-0495 Community Advisory Committee - Chair Address and Review - Norms

Discussion by the Community Advisory Committee of the Chair's address and the norms.

17-0497 Community Advisory Committee - Student Point of View

An Oakland Technical High School student shares his current year school experience with the Community Advisory Committee.

An Oakland Technical High School student shares his current year school experience with the Community Advisory Committee.

Lisa Rasler introduces the speaker from Oakland Tech.

Isabel, freshman at Oakland Tech. Something very upsetting that happened 2 weeks ago. Special needs kids should have a voice of our own and be able to advocate for ourselves. Thanks to Lisa and Clio for encouraging me to make this presentation.

Isabel states that students should have rights and when they are impacted they need to have a voice in the process to make corrections.

The situation: Juniors and seniors were taking the SAT. We had a field trip to Mosswood Park instead. I was excited to go and was looking forward to spending the day with friends, laughing and being together.

The day before I was told I could not go because there were no accessible bathrooms at Mosswood Park. Why would my inclusion teacher exclude me when it's her job to include me?

I want to make sure that this does not happen to anyone else. Would you explain how this

happened?

Clio thanks everyone for respecting her friend and says that she makes herself a part of what she said.

Discussed

17-0498 Community Advisory Committee - Meeting Attendance and Remedies for Non-academic

Discussion by the Community Advisory Committee regarding dropping members that have missed 3 meetings or more.

Two voting members have resigned for membership--Brian Blaisch and Tandra Dubose.

Two voting members have not shown up for 4 meetings. We want to take a vote to take them off the rolls. Motion to remove Jacob Mata from the member rolls. Motion: Seconded: No objections. The motion carries. The membership of Isabel Malagón will be taken up in the future since it was discovered that Isabel has been very ill/

Discussed



17-0499 Community Advisory Committee - Program Planning - 2017-18 Year

Presentation by Sondra Aguilera, Deputy Chief of Student Services, on program placement and budget implications for 2017-18 school year to Community Advisory Committee.

Attachments: 17-0499 Community Advisory Committee - Program Planning - 2017-18 Year

Community Advisory Committee - Program Planning - 2017-18 Year

Sondra Aguilera: Deputy Chief of Student Services

Council of Great City Schools Report

The report is on the Special Education website. Tonight we will review 2 out of 19 recommendation so that I can feedback for planning. In the future, we will review the remaining ones.

Question: Who is the Council of Great City Schools? Local? National? How do you choose them?

They take on issues related to things such as program improvements. It is national

This was a study that the Superintendent asked for Special Education. They organized focus groups. Different stakeholders were interviewed about their experiences.

Question: You don't have the documents in Spanish. There are four families that speak Spanish and cannot understand the information.

Ms. Aguilera commits to making the documents available in Spanish.

Highlights from the Report of the Council of Great City Schools:

Program Placement Issues

Quality Issues

Parent Complaints
Teacher Complaints
Overcrowded Programs
Teacher Caseloads above Maximum
Growing Identification of Students
Overidentification of African-American Students
Working on Compliance Issues Related to IEP's
Talked about Finances; Too Much Spending on Outside Contracts/Agencies; Most of Costs=Salaries

Need to share information with families at school sites.

Ms. Aguilera reviewed the strengths and challenges lifted by the report---see presentation slides.

Key themes: OUSD thinks students connected to their disability label and then match the disability to the program. Need to rethink the way that support is given so that this doesn't happen.

Students are experiencing education in separate classrooms.

Ms. Aguilera reviews the concept and process of Multi-Tiered Systems of Support

A participant asks if the report was provided to the members ahead of time. She requests that the information be provided in language that parents can understand. It needs to be translated into Spanish if you expect feedback from families.

A participants asks: Are these recommendations made before that were are being implemented or are these recommendations that we are adopting in the future?

Ms. Aguilera responds that This is our roadmap but we are only discussing two of them: MTSS and program placements.

A teacher member states: I am surprised that keeping and getting teachers is not in the report. There is a lot being said about how groups of people will work together yet we don't have the people to stay/do that work. Grass Valley example of aide that became a teacher.

A participant asks about the participation of the CAC, about how it was involved. Ms. Aguilera responds that the CAC gave feedback for the report.

Ms. Molina expresses that CAC participants focused their feedback to the Council of Great City Schools on the process itself. They had concerns about how the conversation was organized and of how the CAC members and families were included/not included in the process. There was a criticism of how the study circumvented the advisory process and how the process was not inclusive and representative.

A teacher and CAC member expresses her concerns about what we don't know: how was group identified to do this report by the past superintendent, for what purpose, etc. She echoes the concerns that Cintya expressed CAC members had.

Kristen Zimmerman describes the tension between school site ownership of support and the need for clustering support in a specialized way (e.g. dyslexia, autism, etc.) How does this fit with the changes already made by the Superintendent last year.

A member states that she would like for the CAC's and community's involvement to be

earlier in the food chain. It looks like the CAC is being engaged at the end when plans are already being implemented.

Ms. Aguilera: You will have an opportunity to look at the recommendations that were provided and to be involved in implementation.

These changes are going to happen in our teacher credential programs.

Question: Multi-tiered--3 tiers What methodologies are being used? What is being done specifically? Are these things inclusive of Resource Specialists or is this for General Education? Ms. Aguilera: It doesn't have to be separate. We have to think about what all teachers need to support the students successfully.

Program Placements as a Result of What the Report Lifted Up

The document that you have is a draft. We are seeing that students have to change schools often to stay in a particular program. We need to create continuums so that students can stay at the same site.

We also want to meet the soft cap in our agreement. For next year, 13:1 Mild/Moderate and 10:1 Moderate/Severe.

We also need to see how facilities are being utilized. District is collecting information about how schools are using their spaces. A storage space, a computer lab, a parent meeting space doesn't go before providing a classroom space for students.

There was discussion about what soft caps mean and about the teacher:student ratios. We have been offering early contracts since January, recruiting and offering contracts early.

Question: How are we preparing new teachers? We have new teachers that are hired after the training so they are not able to attend the summer training. We offer more individualized trainings in topics such as how to write a good IEP, how to implement a behavior plan, etc. If not, they can get support from the program specialists.

Ray Bermudez says that if we would like to go over time we would need to make a motion and approve it to go over time. _____ makes a motion to add 5 minutes. _____ seconds the motion. No objections. The motion is approved.

Ms. Aguilera shows a tool that is being used. to identify where students live in relation to their program. This allows us to identify where programs are needed. This is the first year that we have had this tool.

Last page of the packet: How many teachers we had in 16-17 and how many we will need in 17-18. The packet includes the locations for expanding programs. I want to highlight that this is a draft. We are still looking at spaces/sites and having conversations with the sites to make sure that the conditions are right.

Existing programs will stay where they are at and these will be additional programs.

Discussed



17-0500

Community Advisory Committee - LCAP Update

LCAP update by Cintya Molina, LCAP Engagement Program Manager, to Community

Advisory Committee.

Attachments: 17-0500 Community Advisory Committee - LCAP Update

My name is Hilda Garcia. I am the representative for District 5 for Special Education, which is the Fruitvale Area. I attend the LCAP meetings. Unfortunately, we don't have enough information and it doesn't arrive to the LCAP. We don't have a person to take the information. The information is too simple. For example, we have indicators. We don't see what is being measured, we can't set goals. That is the only way to make improvements. We need more indicators, more information about how what's being measured. Chronic absences, how is reading being measure.

80% of students with IEP. We are speaking about a lot of students.

They are going to reduce the information that arrives to LCAP. This will not be good for Special Education. There will be less information about Special Education in the LCAP.

I have a child in Skyline and that has kept me informed.

Kristen Zimmerman: This makes me think that we need a liaison between LCAP and CAC. This could be a role that we could have for next year.

Discussed



17-0501

Community Advisory Committee - Review - Local Plan

Review of what type of work has been accomplished thus far by Local Plan Committee to Community Advisory Committee.

Attachments: 17-0501 Community Advisory Committee - Review - Local Plan

Review of Local Plan: 16 chapters cheat sheet for before this

Sharon Falk announces who's has been in the Local Plan Committee and what sections they have been working on. She mentions that Sara Fetter has been working on the Foster Care portion of the plan. Sharon Jobson has been working on the early literacy portion of the plan and that Rosa Bay has been working on the Expulsions and Suspensions part of the Plan. She invites CAC participants to be able to review the plan and mentioned that she is working on an online version of the plan.

Legal codes: SELPA

Created by leadership team

3. Last years numbers.

4. Literacy

5.

6. CAC bylaws

7. Charter schools

8.

9

10. EARN

11. Continuation Schools

12. Current transportation with First Student

13. CCS

14. Department of Rehab

15. Coordinated early intervention services

16.

Discussed

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

[17-0504](#)

Public Comment on All Non-Agenda Items Within the Subject Matter Jurisdiction of the Committee – Up to 30 Minutes - March 13, 2017

Public Comment on All Non-Agenda Items Within the Subject Matter Jurisdiction of the Committee - Up to 30 Minutes - March 13, 2017.

No Comments

H. Introduction of New Legislative Matter

None

I. Adjournment

Co-Chair Lisa Rasler adjourned the meeting at 8:06 P.M.

Prepared By: _____

Approved By: _____