



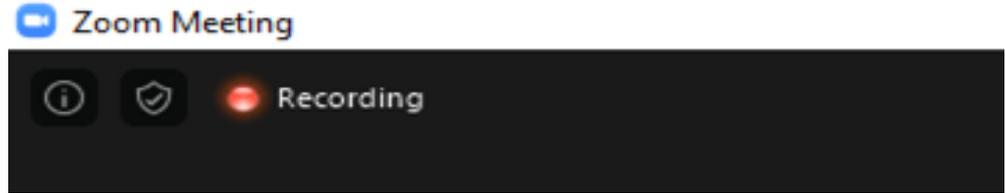
OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

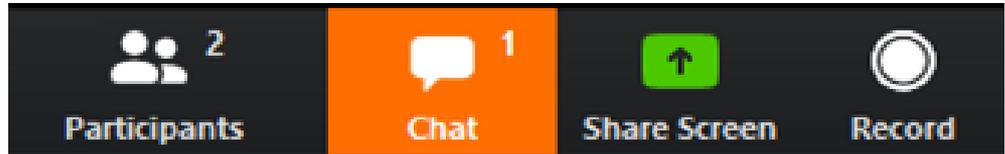
Regular Meeting of the Community Advisory Committee for Special Education (CAC)

March 9, 2026

We are recording.



We invite you to use the chat.



Reminder: We can see and hear EVERYONE.

Please keep your sound turned off until you ask a question or make a comment.

And, please raise your hand to speak.

Security Instructions

You can find links for tonight's documents at ousd.org/LCAP . The folder for the **Community Advisory Committee for Special Education** is at the bottom of the page. Look inside for today's date.

CAC Members and Special Education/Central Office Administrators

Please remember to rename yourselves
starting with the abbreviations

CAC or CEN

Example: **CAC-Corvette Kirtman**

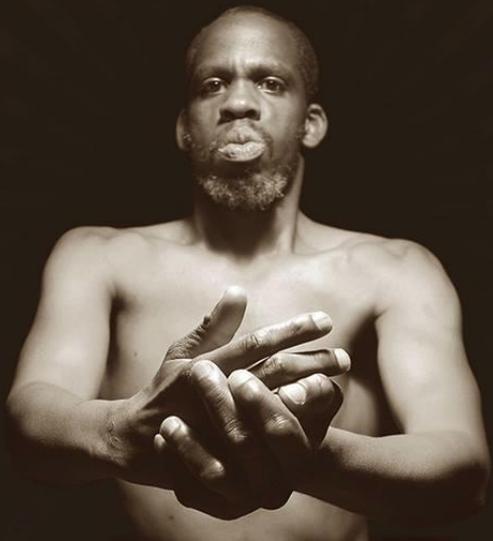
ALL BODIES ARE UNIQUE AND ESSENTIAL.

ALL BODIES ARE WHOLE. ALL BODIES HAVE STRENGTHS AND NEEDS THAT MUST BE MET.

WE ARE POWERFUL NOT DESPITE THE COMPLEXITIES OF OUR BODIES, BUT BECAUSE OF THEM.

WE MOVE TOGETHER, WITH NO BODY LEFT BEHIND.

THIS IS DISABILITY JUSTICE.



TODOS LOS CUERPOS SON ÚNICOS Y ESENCIALES.

TODOS LOS CUERPOS SON COMPLETOS. TODOS LOS CUERPOS

TIENEN FORTALEZAS Y NECESIDADES QUE SE DEBEN SUPLIR.

SOMOS PODEROSOS NO A PESAR DE LAS COMPLEJIDADES DE NUESTROS CUERPOS, SINO DEBIDO A ELLAS.

NOS MOVEMOS JUNTOS, SIN DEJAR NINGÚN CUERPO ATRÁS.

ESTO ES JUSTICIA DE DISCAPACIDAD.

**We celebrated Inclusion Week in OUSD
from March 2nd to March 6th!**

**A special thank you to Aruna Sokol,
Amanda Seaton, and everyone else
who organized the week of activities,
and to all those who participated!**

SPREAD THE WORD



MARCH 2ND - 6TH, 2026

SINCE 2009 THE SPREAD THE WORD CAMPAIGN HAS ADVOCATED FOR THE INCLUSION OF PEOPLE WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES. LEARN MORE [HERE](#).



Use QR code to access digital flyer and links

[INTERESTED? SIGN UP HERE](#)

1ST, 2ND AND 3RD PLACE AWARD WINNERS BASED ON PARTICIPATION

contact amanda.seaton@ousd.org for questions

ACTIVITY FOLDER

CLICK ON IMAGES FOR MORE INFO

TEACH A LESSON OR BORROW A BOOK FROM THE DISABILITY ACCESS LIBRARY



REQUEST A BANNER FROM THE SPECIAL OLYMPICS



HAVE STUDENTS SIGN A PLEDGE



HOLD AN INCLUSIVE EVENT



RAISE AWARENESS



FILL OUT THIS [GOOGLE FORM](#) STARTING 3/2 TO RECORD YOUR PARTICIPATION AND EARN PRIZES

Meeting Goals and Agreements

Tonight, we will:

1. review suspension data for disabled Black students in middle school to learn about the impact of actions to reduce suspensions
2. get basic information about 2026 Special Education Extended School Year, other summer programs, and how to participate
3. hear updates from the CAC members about their ongoing initiatives

Our Agreements



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

Review of the Agenda

6:00 20 mins.	Welcome, Goals, Agreements, Agenda, Introductions, Roll Call
6:20 20 mins.	CAC Member Updates
6:40 30 mins.	Special Education Updates: Extended School Year, OUSD Summer Programs, & Summer Programs in the Community
7:10 10 mins.	Break
7:20 55 mins.	Progress Report: Reducing Suspensions for Disabled Black Students in Middle School
8:15 10 mins.	Budget and School Board Updates from the CAC Board Liaison
8:25 10 mins.	Appreciations & Public Comments

The Special Education Leadership Team

Who Is Here Today?



5:45 pm
Interpretation and Zoom Instructions

6:00 pm
Meeting Begins

Executive Director



Jenn Blake, Executive Director, Special Education and Health
Services

Jennifer.Blake@ousd.org

K-12 School Support



Dr. Betty Lin

Betty.Lin@ousd.org

Director, Early Childhood



Micaela Reinstein

micaela.reinstein@ousd.org

Director, Elementary
Programs



Liana Nelson

liana.nelson@ousd.org

Coordinator, Elementary
Programs [Networks 3 & 4]



Cary Kaufman

cary.kaufman@ousd.org

Director, Middle School
Programs and Legal Support



Stephen Raser

stephen.raser@ousd.org

Director, High School
Programs

Transition Services



David Cammarata

david.cammarata@ousd.org

Director, Career-Transition
Services



Jake Hall

james.hall@ousd.org

Principal, Young Adult and
Transition Services

Related Services



Anne Zarnowiecki

Anne.Zarnowiecki@ousd.org
Director, Related Services
(SLPs, OT, PT, Low Incidence)



Lo Birdee

Lobirdee.Rivera@ousd.org
Coordinator, Related Services



Dr. Stacey Lindsay

Stacey.Lindsay@ousd.org
Director, Psychological and
Mental Health Services

SELPA, IEP Quality, and Access



Aruna Subramanian

aruna.sokol@ousd.org
Coordinator, Disability Access



Rain Johnson

rain.johnson@ousd.org
SELPA Director [Nonpublic,
Private, Child Find,
Governance, and Contracts]



Peggy Forbes

peggy.forbes@ousd.org
Program Manager, IEP Quality

[Click Here](#) to view the Special Education Teacher on Special Assignment caseloads for 2025-26 in case you need to contact a member of our team about your child's special education services.

**Welcome
everyone!**

Please introduce yourself in the chat with your name and the name of your school, program, role, and/or organization.

You can also share the disability categories or identities with which you are most familiar from personal or family experience.



About Us:
**The Community
Advisory Committee
for Special Education**

What We Do

As CAC members, we:

- help to develop, amend, & implement the *Local Plan for Special Education* alongside other parents and community members
- identify annual priorities for the plan
- support many activities that benefit disabled students, and
- encourage the inclusion of disabled students and their families in the *Local Control and Accountability Plan* (LCAP*)

**The LCAP is the 3-year plan that describes OUSD's vision, goals, actions, and budget to improve student outcomes.*

Who We Are

Who can be part of the CAC?

Parents of disabled students in public or private schools

Parents of other students

Disabled students and adults

General Education teachers

Special Education teachers

Other school personnel

Representatives of other public and private agencies

Persons concerned with the needs of disabled people

EVERYONE!

For additional information about the CAC:



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



Special  Education

Community Advisory Committee for Special Education

Role, Responsibilities, and Membership

Spring 2025

www.ousd.org



@OUSDnews

[CAC Orientation](#)

tinyurl.com/4p3d7wh9

**We meet on the 2nd Monday of each month
except when there is a holiday.**

Our next meeting will be on April 13.

You can go to ousd.org/about-us/districtcalendar
for Zoom links and other meeting information.

You can become a CAC member at any time.

**If you are interested, contact Cintya Molina at
510-491-6069 or cintya.molina@ousd.org.**

**Nominees must attend a minimum of
3 CAC meetings to become CAC members.**

To be added to the Google Calendar invitation for our meetings, you can also write an email or text message to Cintya Molina at cintya.molina@ousd.org or 510-491-6069.

Follow Us and Stay Connected!



tinyurl.com/yem3h3a6

This link and QR code leads to
CAC addresses, pages, and links.

Roll Call

Members of the CAC for Special Education

Jonah Zimmerman-Bloch, Lateefa Ali, Lena Anthony,
Jennifer Blake, Carol Delton, Ashley Demelo, Cynthia Gutiérrez,
Sheila Haynes, Patty Juergens, Corvette Kirtman, Alan Pursell,
Joe Manekin, Coriander Melious, Anna Realini, Tiffany Stewart,
Sonia Thatcher, Sayuri Valenza, Inga Wagar, JD Woloshyn,
Kristen Zimmerman

Quorum: 11

CAC Member Updates

Various CAC Members

From the CAC Inbox

2026 TRANSITION CONFERENCE & RESOURCE FAIR

Chabot College
25555 Hesperian Blvd.
Hayward, CA 94545

Saturday, March 28, 2026
8:15 AM - 3:30 PM

ALL ARE WELCOME!

EXPLORE RESOURCES
and
EDUCATION OPTIONS



[CLICK HERE, OR SCAN THE QR
CODE TO REGISTER](#)



Presentation Tracks: Focus on early teens to the post transition years (22 and up)

- **Starting the Journey** – Basics and first steps for people with disabilities and their families
- **Navigating Challenges** – Responding to obstacles and problem solving
- **Building Careers** – Career planning and adult services
- **Looking Ahead** – Updates, changes and future planning

Resource Fair: Meet with local support providers

- College Programs
- Living Options
- Employment Supports
- Day Programs
- Social Services
- And more!

Discover opportunities, resources, and guidance for individuals with disabilities and their families at the **2026 Transition Conference & Resource Fair**.

Date: Saturday, March 28, 2026

Time: 8:15 AM – 3:30 PM

Location: Chabot College, 25555 Hesperian Blvd., Hayward, CA

Presentation Tracks

- **Starting the Journey** – Basics and first steps for families
- **Navigating Challenges** – Responding to obstacles and problem solving
- **Building Careers** – Career planning and adult services
- **Looking Ahead** – Updates, changes and future planning

Resource Fair: Connect with local support providers to explore college programs, living options, employment supports, day programs, social services, and more!

[Click Here](#) to buy your tickets, and for more information. For questions or accommodations, contact **Sabreena Sahota** at 510-208-1277 or Sabreena.Sahota@acgov.org.

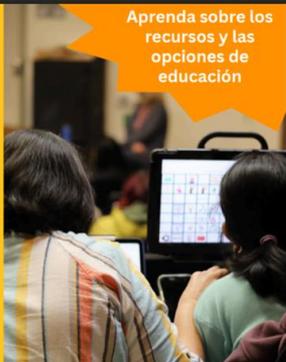
CONFERENCIA DE TRANSICIÓN Y FERIA DE RECURSOS 2026

Chabot College
25555 Hesperian Blvd.
Hayward, CA 94545

Sábado, 28 de marzo del 2026
8:15 AM – 3:30 PM

TODOS SON BIENVENIDOS!

Aprenda sobre los recursos y las opciones de educación



Descubra oportunidades, recursos y orientación para personas con discapacidades y sus familias en la **Conferencia de Transición y Feria de Recursos 2026**.

Fecha: Sábado, 28 de marzo del 2026 **Horario:** 8:15 AM – 3:30 PM

Lugar: Chabot College, 25555 Hesperian Blvd., Hayward, CA

Temas de presentación

–Iniciando el Camino – Conceptos básicos y primeros pasos para individuos y sus familias

–Navegando Desafíos – Superar obstáculos y resolver problemas

–Construyendo Carreras – Planificación de carrera; servicios para adultos

–Mirando hacia el futuro – Actualizaciones, cambios y planificación a largo plazo

Feria de recursos: Conéctese con proveedores de apoyo locales - Explore programas universitarios, opciones de vivienda, apoyos para empleo, programas de día, servicios sociales ¡y mucho más!

[Haz clic aquí](#) para comprar tus entradas y para más información. Para preguntas o solicitudes de acomodaciones, comuníquese con **Sabreena Sahota** al 510-208-1277 o Sabreena.Sahota@acgov.org.

HAGA CLIC AQUÍ PARA REGISTRARSE



Temas de Presentación: Enfoque en los primeros años de la adolescencia hasta la etapa postransición (22 años en adelante)

- **Iniciando el camino:** conceptos básicos y primeros pasos para individuos y sus familias
- **Navegando desafíos:** apoyo para superar obstáculos y resolver problemas
- **Construyendo carreras:** planificación de carrera y servicios para adultos
- **Mirando hacia el futuro:** actualizaciones, cambios y planificación a largo plazo

Feria de recursos: Conozca y conéctese con proveedores de apoyo locales, incluyendo:

- Programas Universitarios
- Opciones de Vivienda
- Apoyo de Empleo
- Programas de Día
- Servicios Sociales
- Y más!

Para preguntas o solicitudes de acomodaciones, comuníquese con Sabreena S.

☎ 510-208-1277

✉ Sabreena.Sahota@acgov.org

**CAC Working
Group for Universal
Design in OUSD**

The Universal Design Working Group met on Monday, March 2nd. Three CAC members participated.

We watched videos that show **what the seven principles of Universal Design mean in practice.**

[This document](#) has links to videos that discuss each of the principles. Link to the document: tinyurl.com/bp94jtwr

We discussed the last four: **perceptible information, tolerance for error, low physical effort, size and space for approach and use.**

We shared examples based on disability experiences with which we are familiar.

We are preparing to discuss Universal Design with staff from OUSD Athletics and After-School Programs.

Resolution No.
2526-0181-School Stability
and Belonging for Disabled
Students in OUSD

JD Woloshyn

Link to the Resolution: tinyurl.com/5dz498x7

The *Teaching & Learning Committee* voted to recommend adoption of the resolution by the full School Board.

We look forward to a yes vote. This would ensure that Disabled students can attend their school for the entirety of its grade-span, just like their non-disabled peers.

A "yes" vote would end years of treating Disabled students like they belong in the outskirts of school communities and can be uprooted at any time.

An Important Resource about this Resolution:

"Community Update: CAC Campaign to Stop the Removal of Disabled Students from their Schools--8.21.23"

Link to the Folder with the Presentation & Recording:

tinyurl.com/54dtbpnz

Thanks to Directors Brouhard, Bachelor, and Williams for being early supporters in 2023 of this urgently needed resolution.

We thank Director Latta for co-sponsoring the resolution this year.

And we thank all directors for their expressed commitment to the type of proactive planning that would help us implement this important resolution.

NEXT STEPS

We are await confirmation of the date when this resolution will go up for a vote.

Last word is that it will be on the agenda at the first April meeting of the School Board.



Special Education Update: Extended School Year and other Summer Programs

Jennifer Blake, Special Education Executive Director

2026 Extended School Year (ESY)

Extended School Year 2026

Extended School Year (ESY) services are primarily designed for students with moderate to extensive support needs. These students may experience significant regression in their skills over a long school break and struggle to regain them once classes resume.

Generally, ESY is not intended for students in resource or mild/moderate programs because these students often benefit more from general education summer intervention programs that allow them to continue their learning with general education peers.

ESY Dates

Elementary and Middle School: 5 weeks

PreK, High School, and YAP: 4 weeks

Mon. June 8 th	Students' First Day at ESY
Fri. June 19 th	SCHOOLS CLOSED (Juneteenth Observed)
Thurs. July 2 nd	PreK, High School & YAP Students' Last Day
Fri. July 3 rd	SCHOOLS Closed (4th of July Holiday)
Fri. July 10 th	Elementary, Middle School Students' Last Day

ESY Hours

Early Childhood: AM Session 8:30 to 11:00; PM Session 11:30 to 2:00

Elementary: 8:30 to 12:30

Secondary: 8:30 to 12:30

YAP: 8:30 to 12:30

ESY Locations

PreK - Burbank

Elementary - Korematsu, Burkhalter, East Oakland Pride, Franklin, Allendale, Piedmont, Montclair, Lockwood

Middle - Bret Harte, Elmhurst

High School - Oakland High

YAP - Santa Fe

Virtual - Sojourner Truth

ESY Enrollment

- Enrollment is through EnrollWise.
- You will receive a text or email based on your chosen preference.
- Enrollment begins March 25th and occurs on a rolling basis.
- Speech-only students will not receive an invitation. They will be contacted directly by a Speech Therapist (SLP).
- You may only enroll in 1 district program. ESY is by invitation only, gen ed programs such as Springboard or EL program have open applications. If you prefer the Gen Ed program, contact your school immediately.
- Summer counseling can be offered for those who are in the General Education credit recovery program.

ESY Transportation

If you have transportation in your IEP, there will be a deadline to complete enrollment to get transportation.

This date is not yet available.

How do you apply for transportation?

There is a checkbox on the ESY application.

Other OUSD Summer Programs

Summer Learning District Programs

Enrichment programs are available at ESY locations after the ESY hours end. TK-8 Families will receive an invitation via Email and Text, and will complete registration using our Enrollwise tool.

High School students needing to recover credit will work with their school counselor who will recommend them for summer school if needed.

Summer Learning District Programs

Families can:

- go to ousd.org/summerlearning to learn more about programs.
- email [summer learning@ousd.org](mailto:summerlearning@ousd.org) with any questions
- enrollment begins on March 16th, families can work with their child's school for summer enrollment support.

Summer Learning Community-Based Programs

- The Expanded Learning office supports several community partners that offer full day summer programming to OUSD students.
- The enrollment system for these programs is offered via our Inplay tool. Registration starts on March 16th and families will receive invites via text.

Summer Learning Community-Based Programs

- To learn more about our independent programs, please visit <https://www.inplay.org/invites/summer-program>.

You will enter your phone number to see a list of programs.

- Families can see more summer programs offered by the city of Oakland and other community based organizations by visiting:
<https://www.inplay.org/r/oakland>

Family Resources

It's
SUMMER
Time

[Summer Resources 2026](#)



7:00 pm, 10 minutes



<https://youtu.be/V0KOqSHY-XY?si=tB--x6FwUe1IUC2J>

Break

7:10-7:20

10 minutes

SEGMENT OUTLINE

CAC Introduction	5 minutes
Data Update: Comparing Suspension Rates for Middle School Black Students with IEPs—End of 2022-23 & 2023-24 <i>Jennifer Blake, Special Education Executive Director</i>	15 minutes
Impact of Actions to Reduce Suspensions <i>Clifford Hong, Middle School Network Superintendent</i> <i>Aubrey Lane, Middle School Network Partner</i>	15 minutes
Discussion	20 minutes

Link to the Presentation from January 2025:

<https://tinyurl.com/3y7jp759>

Link to the Recording: <https://tinyurl.com/2s3wnzm2>

Passcode: 3n7!eDUv



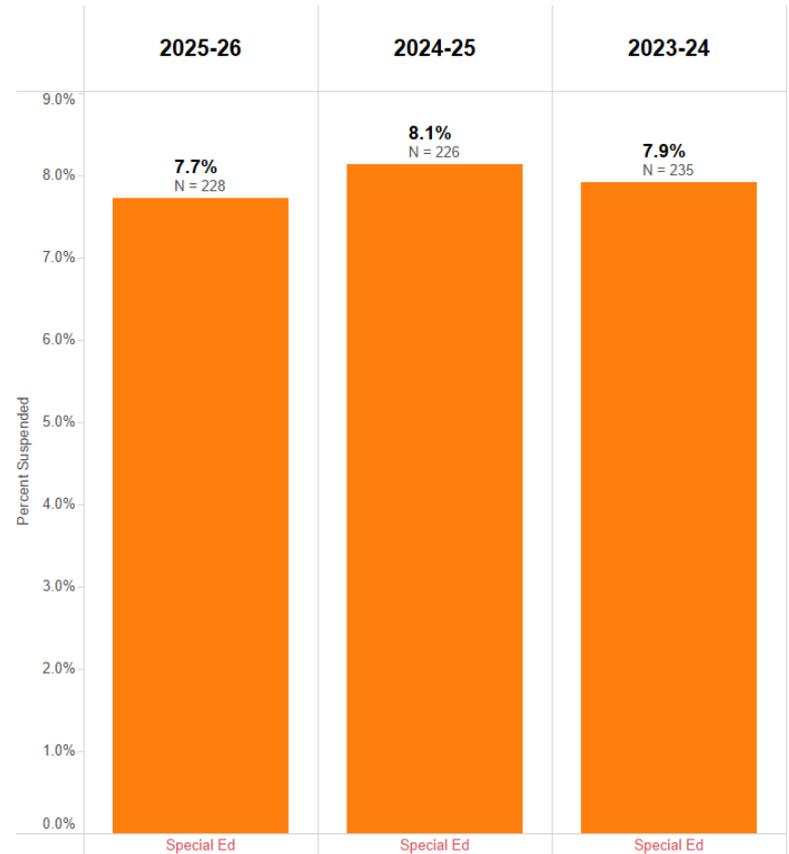
Annual Data Update

**Prepared by: Eman Al-Taher,
Special Education Data Analyst**

Presented by: Jenn Blake, Executive Director

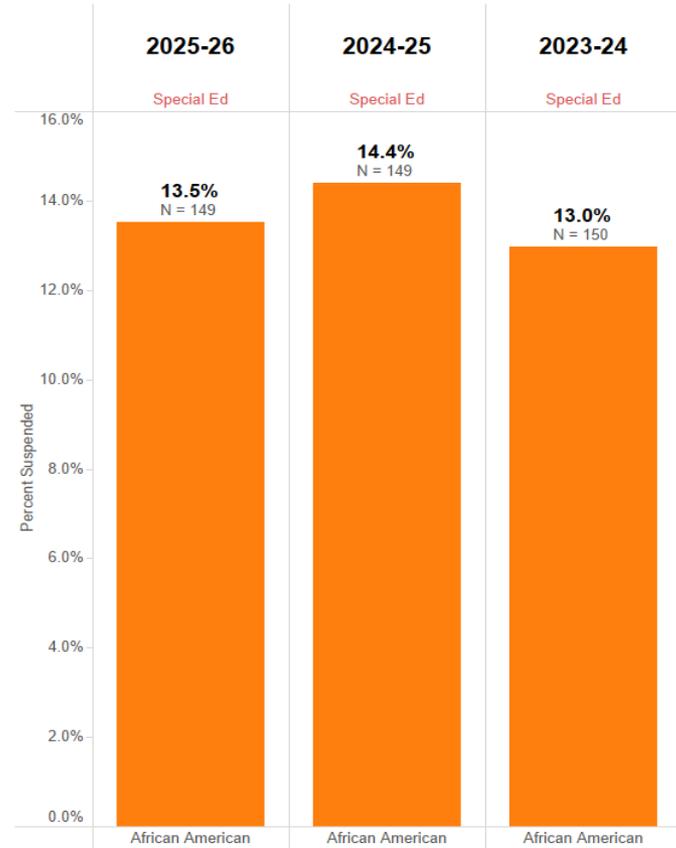
High-Level Suspension Data

Compared to this time last year, suspensions rates for all **Students with IEPs has slightly dropped.**



This chart shows this years current suspension rates as of February 25, 2026, and compares it to this time last year (February 25, 2025) and the year prior (February 25, 2024).

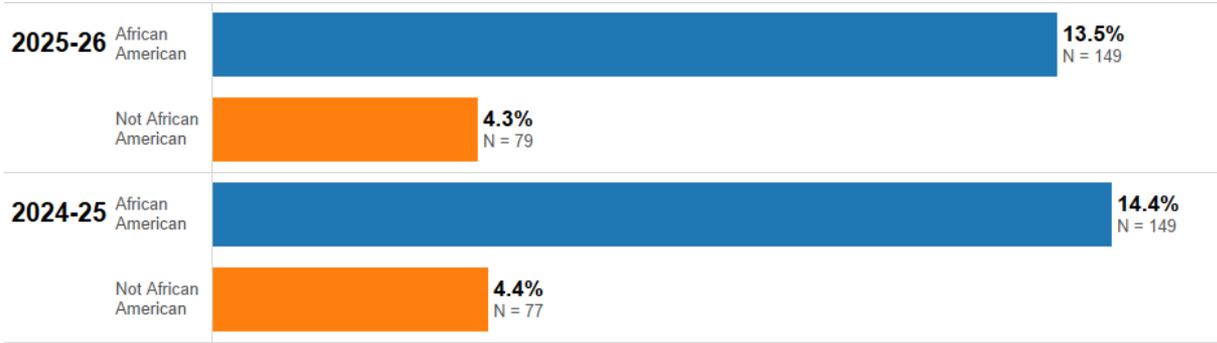
Compared to this time last year, suspensions rates for African American Students with IEPs dropped by nearly 1 percentage point.



This chart shows this years current suspension rates as of February 25, 2026, and compares it to this time last year (February 25, 2025) and the year prior (February 25, 2024).

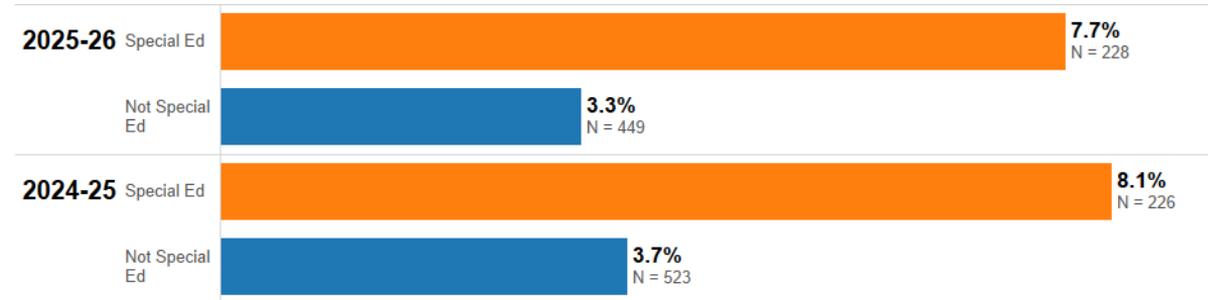
Being African American **or** having a Disability significantly increases your likelihood of being suspended

By Race (African American)



The **Year-to-Date suspension rate** for all **African American Students** decreased by 1% compared to last year.

By Special Education Status



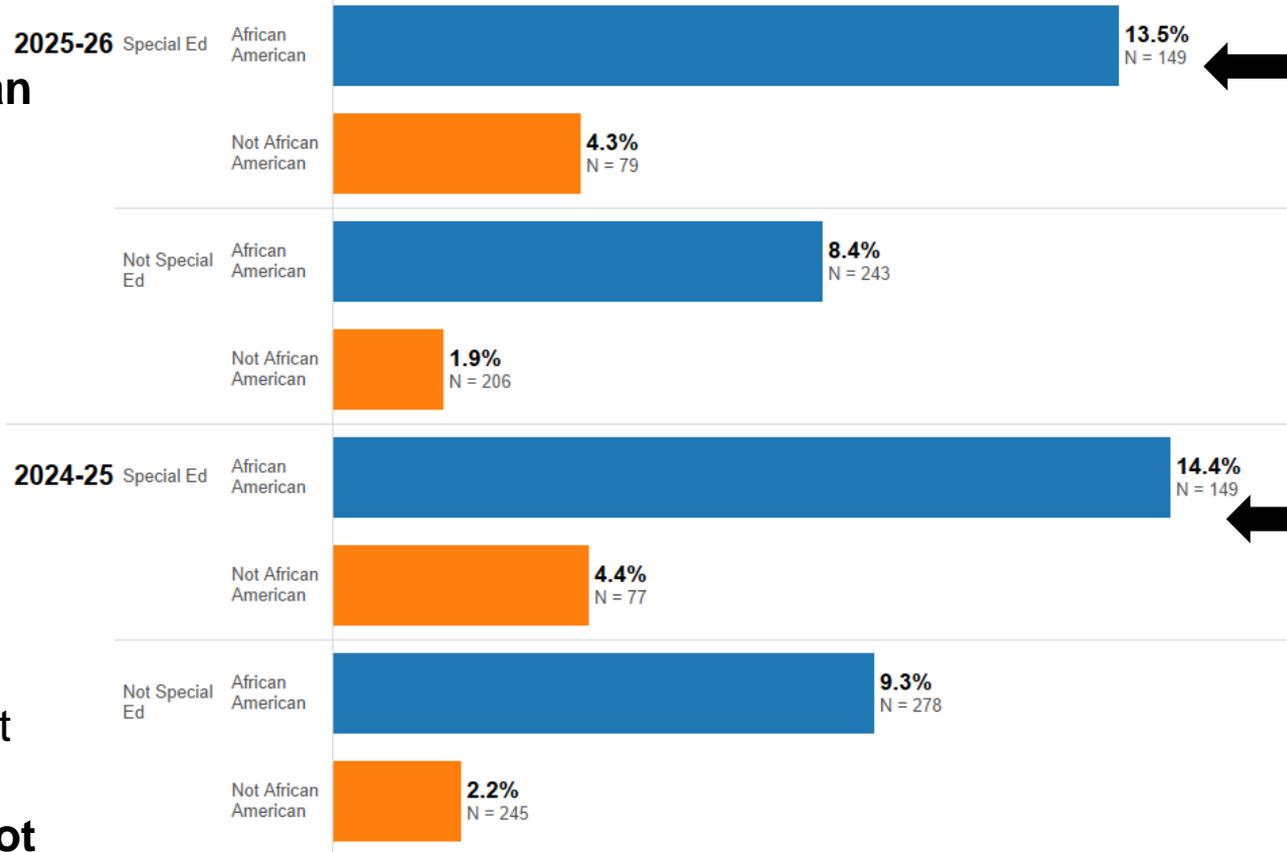
The **Year-to-Date suspension rate** for all **Disabled Students with IEPs** has decreased by .4% in the same time period.

Overlapping Student Demographic Data

The Year-to-Date suspension rate for African American Students with IEPs decreased by 1.1 percentage points compared to this time last year.

Their suspension rates remain higher by 4 percentage points than their non-disabled African American peers.

They are also suspended at 3 times the rate of their disabled peers who are not African-American.



Grade Level

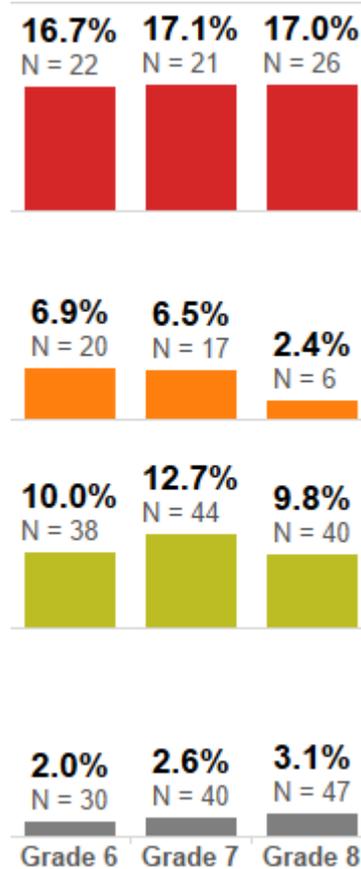
Breakdown of Suspension rates for students who are
African American and/or have a Disability
by grade level

African American students with IEPs Suspension rates for grades 6-8

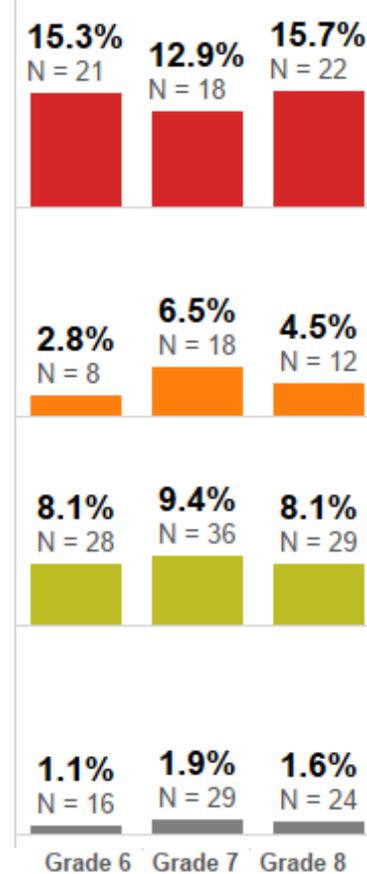
Race and Sped

- Not Special Ed - African American
- Not Special Ed - Not African Americ..
- Special Ed - African American
- Special Ed - Not African American

YTD 2024-25



YTD 2025-26



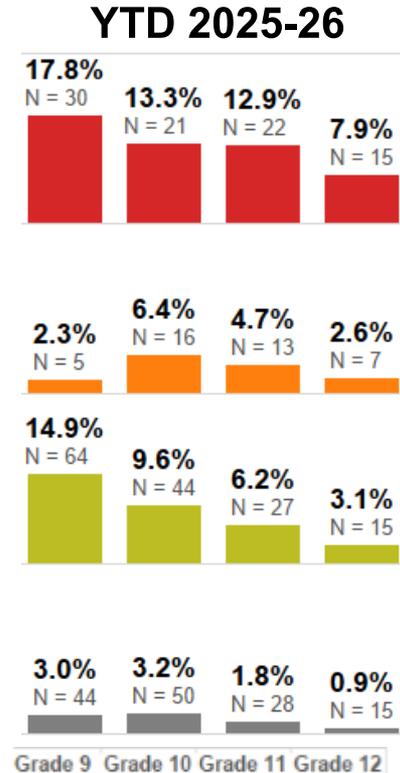
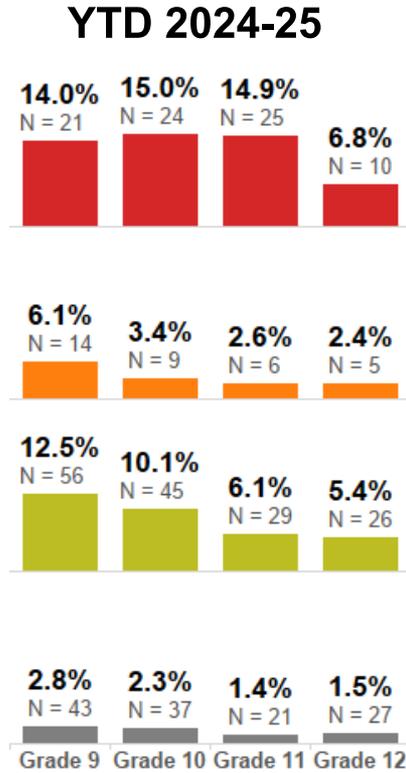
Suspension rates for African American Students with IEPs decreased in grade 6 by 1.4% and decreased in grade 7 by 4.2% from 2024-25 to 2025-26.

They decreased in grade 8 by 1.3%.

African American students with IEPs Suspension rates for grades 9-12

Race and Sped

- Not Special Ed - African American
- Not Special Ed - Not African Americ..
- Special Ed - African American
- Special Ed - Not African American

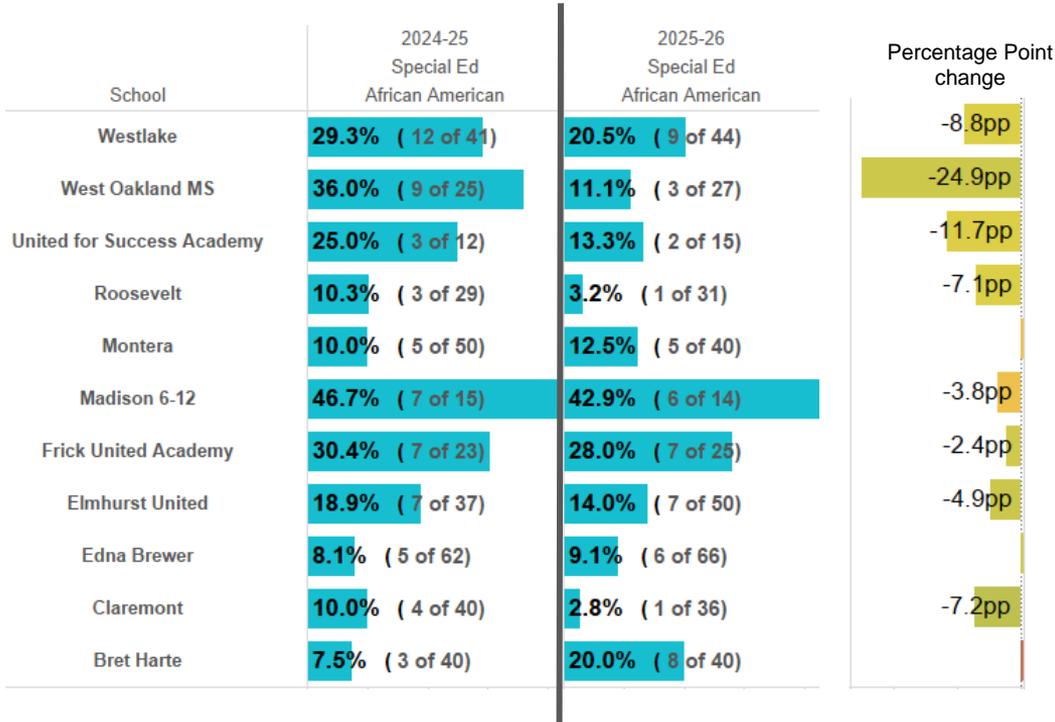


Suspension rates for African American Students with IEPs increased by 3.8 percentage points in grade 9.

They decreased slightly in grades 10-12.

What do we see when we look at
suspended African American Students
with Dis/abilities in grades 6-8
by school?

6-8 Suspension Rate for African American Students with IEPs



At this time last year (2024-25) the average suspension rate grades 6 to 8 was **9.2%**. This average has decreased so far this year at **7.9%**.

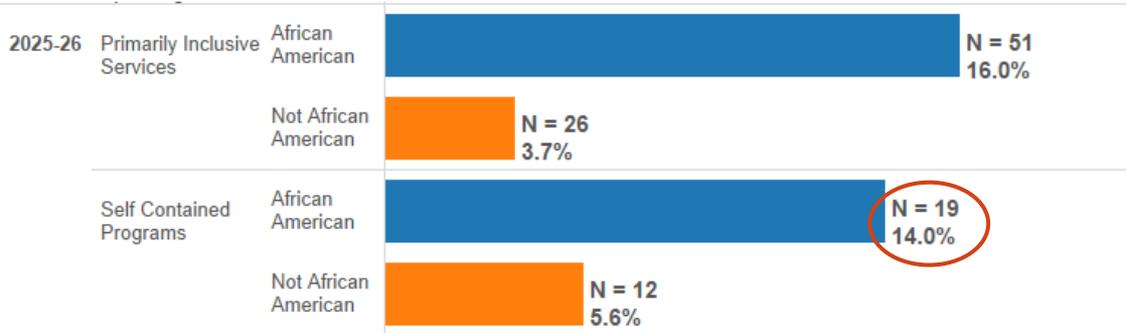
Results suppressed when the denominator (N) < 10.

Schools with grey boxes serve fewer than ten (10) African-American Students with IEPs in the school years displayed.

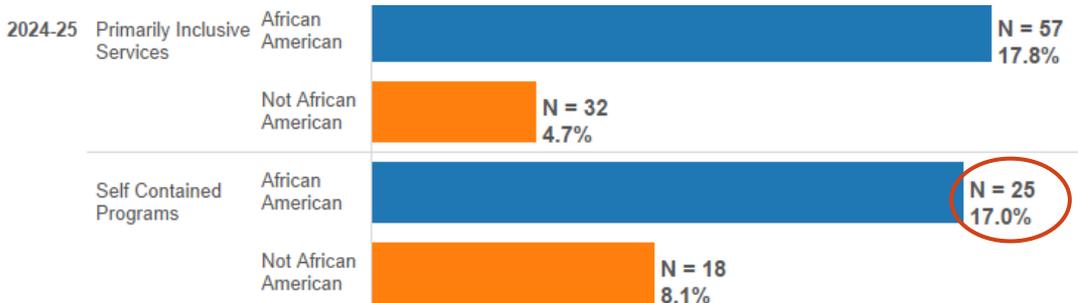
What **program types** were associated with the highest rates of suspensions for African American Students with Disabilities?

So far this year, **14%** of African American students in Self Contained Programs were suspended in grades 6-8

2025-26



2024-25

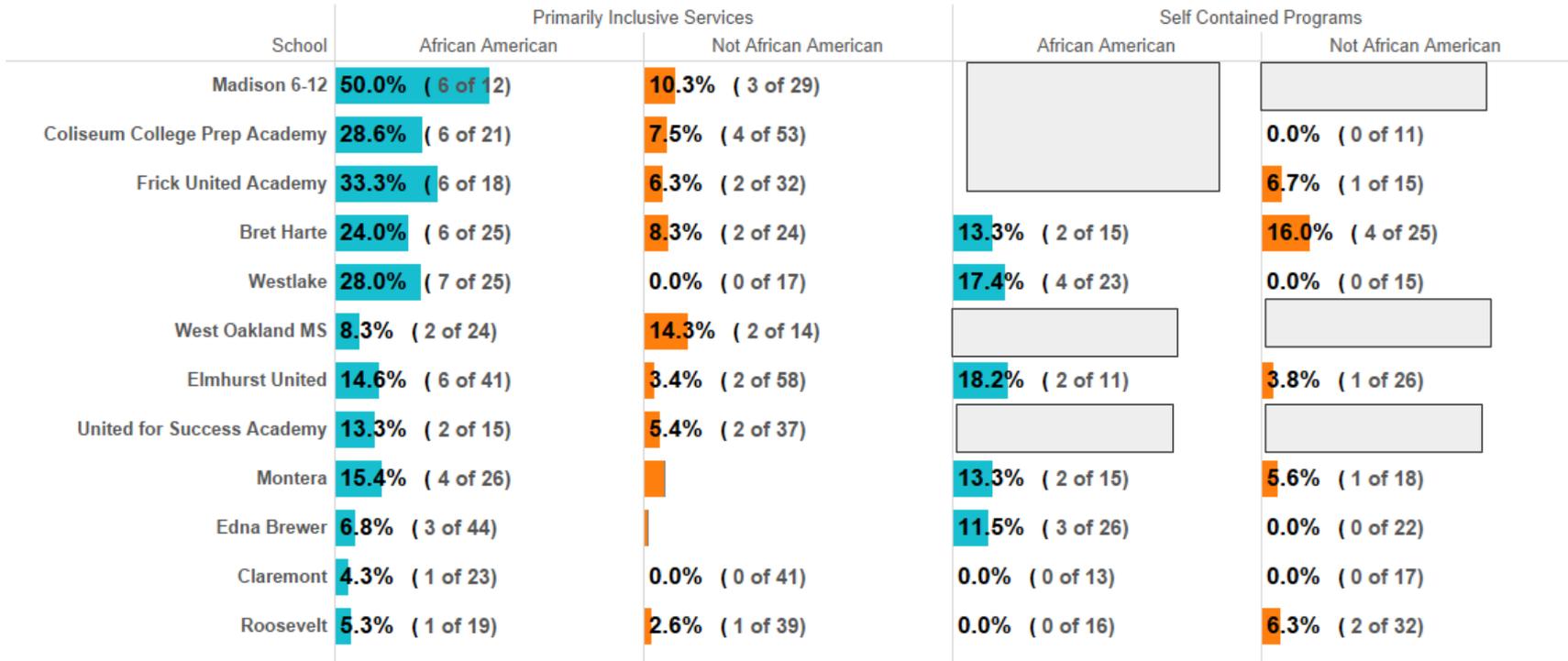


The year to date suspension rates for 6th to 8th grade African American students in Self-Contained Programs decreased by about **3 percentage points** from 2024-25 to 2025-26.

What does the suspension of African American Special Education students look like across school and broken down by program type?

Suspension rates by program type at different schools

Results suppressed when N<10. Schools with grey boxes do not serve a significant number of students in that program type.



The top suspension rates for African American students in Self-Contained settings so far this year is at **Madison Park, CCPA, and Frick** each suspending at a rate above the district average for African American students with disabilities (XX%).

The top suspension rates for African American students receiving Primarily Inclusive services were at **Elmhurst, Westlake, and Montera**.

Please note: there are many schools who are not included in this chart due to having too few students in these subgroups.

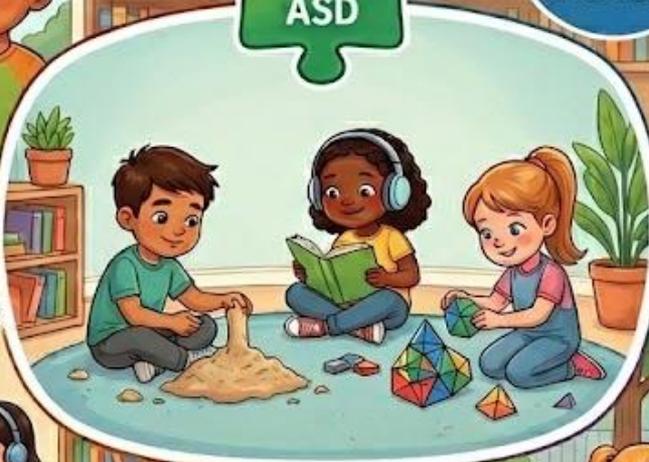
**Special Focus:
BCBA Supports and Impact on
Suspension of Students with
IEPs**

PROFILES OF STUDENTS RECEIVING BEHAVIOR INTERVENTIONS

31%
LATINE



53%
ASD



40%
AFRICAN
AMERICAN



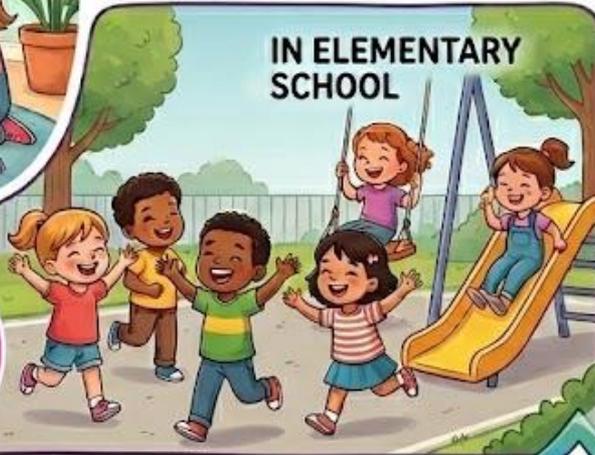
36%
INCLUSIVE

IN PRIMARILY
INCLUSIVE PROGRAMS



IN ELEMENTARY
SCHOOL

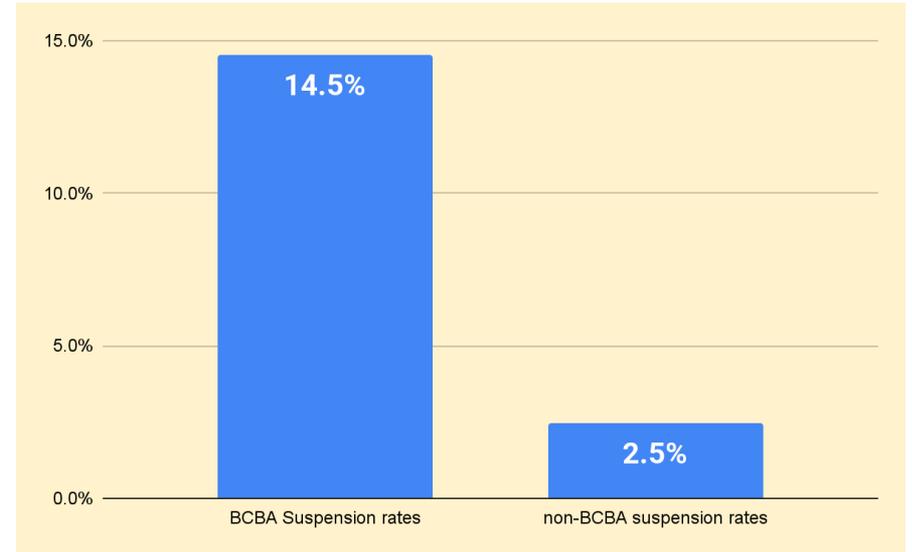
68%
ELEMENTARY



Students receiving BCBA support had higher overall suspension rates overall.

14.5% of students referred for BCBA support were suspended, while only 2.5% of students without a BCBA referral were suspended.

8.4% of students were suspended after receiving BCBA support. This means most students receiving services were not suspended afterward.



What types of activities are our BCBAs supporting?

Type of Activity Logged, Oct 1 to Mar 3, 2026	
Student-Specific Planning	1239
Small or Large Group Professional Development	33
Teacher Coaching	399
Functional Behavior Analysis	152

Does BCBA reduce suspension risk compared to similar students?

- Across race, disability, and grade groups, students receiving BCBA services had higher suspension rates than comparable peers without BCBA.

These are overall suspension rates, not accounting for when BCBA services were provided.

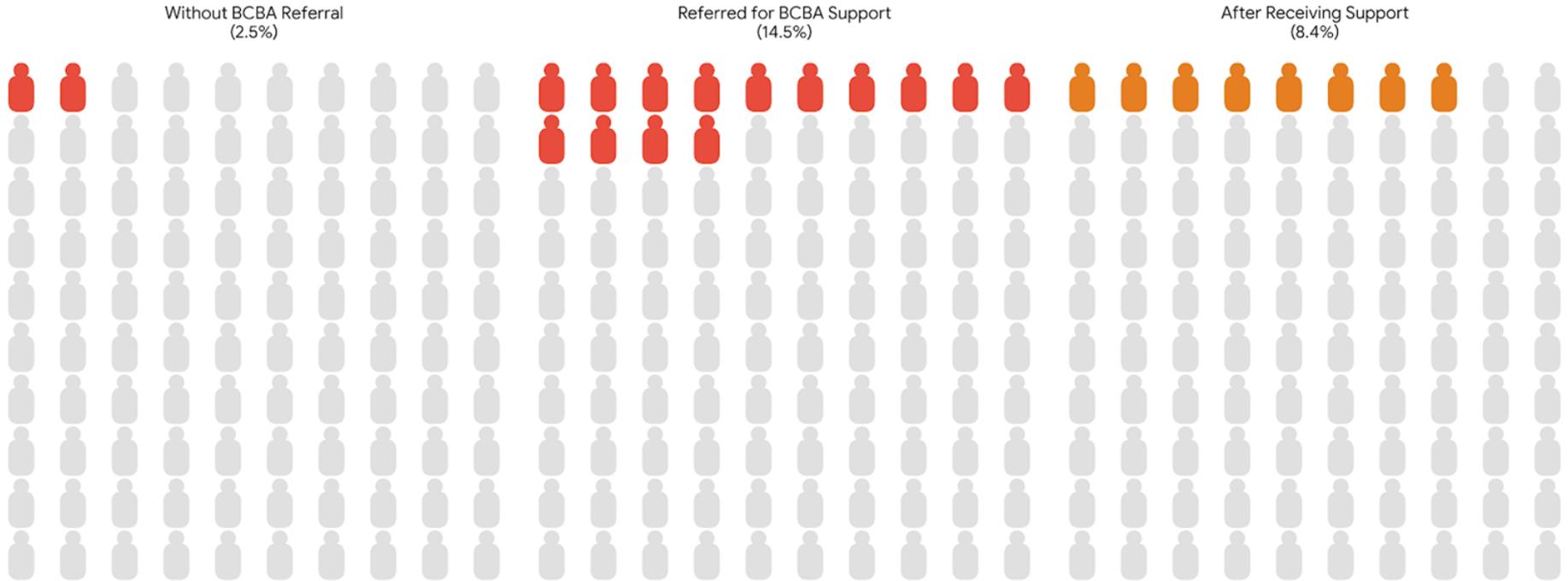
A regression analysis controlling for race, disability, IEP status, and grade level shows:

- Students receiving BCBA support remain about **10 percentage points more likely** to be suspended than comparable peers, though there is a **significant reduction** in suspension following BCBA involvement.

Subgroup	BCBA Referral	No BCBA Referral
Black	21.5%	6.5%
Not Black	9.7%	1.4%
Elementary school	10.8%	0.6%
Middle School	33.3%	5.0%
High School	11.1%	4.3%

Are our BCBA services increasing time learning? Are they reducing suspension?

Impact of BCBA Support on Suspension Rates



*Each icon represents 1% of students (Total 100 students per group). Red/Orange icons represent suspensions.

Summary of Our Data

Students with IEPs with the highest rates of suspension are being referred to receive BCBA support.

Students who receive BCBA support have a reduction in suspension to 8% of students being suspended after supports start.

This suggests that these supports are being applied appropriately and are producing desired results, though suspension remains an ongoing area to improve.

Impact of Actions to Reduce Suspensions for Disabled Black Students in Middle School

Clifford Hong, Middle School Network Superintendent
Aubrey Lane, Middle School Network Partner

Request for Middle School Team and Working Group

Share one example of a principal data analysis/consultation that focused on disabled Black students.

What best practices were shared and implemented?

What was the outcome for those students?

Share examples of how the school works to normalize everyone understanding the disability related needs and experiences of these students (reading IEPs, understanding Behavior Support Plans, communication with families, inclusive practices across the schools--social, academic, enrichment, etc.)

Middle School Network Key Initiatives

1) In Principal Professional Learning:

Principals engage in data analysis and set goals related to school culture and climate.

They showcase best practices, present initiatives that are having a positive impact, and discuss successful Tier 2 and Tier 3 strategies.

A presenting principal shares an issue or question, and all principals engage in collaborative problem solving to resolve the issue or answer the question.

Middle School Network Key Initiatives

2) Middle School Behavior Analysts (BCBA):

BCBAs facilitated professional development in *Principal Professional Learning* to discuss Tier 1, 2 & 3 strategies, including how to positively implement Check In and Check Outs (CICO), Behavior Support Plans, and Behavior Intervention Plans.

3) Middle School Network Team:

attends school site culture/climate team meetings, sets goals with each site, monitors site suspension data, discusses ongoing data, shares effective strategies in Principal Professional Learning, and celebrates positive outcomes.

Middle School Network Key Initiatives

4) School Site Administrative and Culture Climate teams:

engage in data analysis, unpack root causes, set goals, create plans, and monitor progress on outcomes.

5) Administrative teams:

strategically use personnel to improve campus supervision, targeted student support, and to plan and implement Restorative Justice Tier-3 strategies.



7:35 pm, 10 minutes

Updates about the OUSD Budget and other School Board Updates

Rachel Latta, CAC Board Liaison

Update from the February Meeting

Some Details about the Central Reductions

About $\frac{1}{3}$ of the reductions are to administrative and confidential positions.

This list combines positions for which people have accepted early retirement with other position reductions.

Some reductions, such as those to newcomer support positions, are based on the number of enrolled students for which positions were intended.

As discussed in scenarios for the budget, the school networks are being reduced and combined. There will only be one elementary network instead of three. Based on the eliminations, there will also be other changes to how schools are centrally supported.

Some Special Education Highlights

The proposal to reduce Special Education spending is still under review. Leaders from Special Education, Fiscal Services, and our Labor Partners will be collaborating to present a joint plan.

The stated goal is to ensure full compliance with federal and state special education law while maintaining all mandated services for students with disabilities.

Leaders are analyzing what could be driving up costs across types of placements, related services, transportation, and contracts with third parties.

Special Education Position Reductions

Job Classification	Full Time Equivalent (FTE) Reduction
Coordinator, Special Education	2.0
Program Manager, Special Education	1.0
Teacher on Special Assignment, Program Specialist	1.6
Administrative Assistant	1.0
Nurse	4.0

What
Comes
Next



8:00 pm, 10 minutes

Announcements, Appreciations, & Comments

JD Woloshyn, CAC Co-Chair