

BSEP/Measure A PLANNING & OVERSIGHT COMMITTEE MINUTES

February 28, 2012

Longfellow School Library
1500 Derby St., Berkeley

P&O Committee Members Present:

Keira Armstrong, <i>Washington (Alt)</i>	Lea Baechler-Brabo, <i>Oxford (Alt)</i>	Juliet Bashore, <i>Rosa Parks</i>
Aaron Glimme, <i>Berkeley High</i>	Larry Gordon, <i>Berkeley High</i>	Patrick Hamill, <i>Thousand Oaks</i>
Elisabeth Hensley, <i>King (co-Chair)</i>	Esther Hirsh, <i>Berkeley High</i>	Diana Kuderna, <i>Berkeley High (Alt)</i>
John Lavine, <i>King</i>	Catherine Lazio, <i>Willard</i>	Chris Martin, <i>LeConte (co-Chair)</i>
Brittini Milam, <i>Washington</i>	Jay Nitschke, <i>King (Alt)</i>	Dawn Paxson, <i>Emerson</i>
Shauna Rabinowitz, <i>Jefferson</i>	Margot Reed, <i>Longfellow</i>	Abigail Surasky, <i>Longfellow (Alt)</i>
Sara Tool, <i>John Muir</i>	Greg Wiberg, <i>Oxford</i>	

P&O Committee Members Absent:

Marjorie Alvord, <i>Berkeley High (Alt)</i>	Nicole Bowen, <i>Arts Magnet</i>	Brett Cook, <i>Malcolm X</i>
Mariane Ferme, <i>Berkeley High</i>	Ruby Holder, <i>B-Tech</i>	Dialy Paulino, <i>Cragmont</i>
Christine Mattson, <i>Willard</i>	Evon Williams, <i>Longfellow</i>	Ardel Thomas, <i>Pre-K</i>
Representative, <i>Independent Study</i>		

Visitors, School Board Directors, District Advisory Committee Liaisons, Staff and Guests:

Cathy Campbell, <i>President, BFT</i>	Mary Cazden, <i>Jefferson Teacher</i>	Josh Daniels, <i>Board of Education</i>
Pauline Follansbee, <i>Director, Fiscal Svcs</i>	Julie Holcomb, <i>BHS Parent</i>	Neil Smith, <i>Asst. Superintendent</i>
Mary Wrenn, <i>Willard Teacher</i>		

BSEP Staff:

Mary Hurlbert, <i>Admin. Coord.</i>	Liz O'Connell-Gates, <i>Staff Support</i>
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1. Call to Order & Introductions.

Co-chair Chris Martin called the meeting to order at 7:20 p.m., and invited representatives to introduce themselves.

2. Establish the Quorum/Approve Agenda

The quorum was established with 16 voting members present.

3. Chair's Comments

Chris Martin, Chair

The Chair apologized for the recent scheduling changes and said that the March 6, 2012 meeting would go forward as planned.

4. Public Comment

Cathy Campbell, President, Berkeley Federation of Teachers (BFT)

Campbell said she was pleased that tonight teachers Mary Cazden and Mary Wrenn were going to speak about Response to Intervention (RtI) at their school sites. She said that BFT was very

committed to RtI, that RtI is data-driven , based on specific needs of students, and that it needed to be expanded.

5. Universal Learning Support System (ULSS)/Response to Intervention (RtI) in Practice

Neil Smith, Assistant Superintendent, Educational Services

Neil Smith said that several years ago, while BUSD was developing its ULSS program, the rest of the country had been developing a similar program called Response to Intervention (RtI).

Berkeley has since adjusted ULSS to bring it in line with the national RtI. Because ULSS/RtI is included in the administration's proposal for BSEP Class Size funds, Smith invited two teachers to present a view of ULSS/RtI at the elementary and middle school levels.

Mary Cazden

Mild/Moderate Special Education Teacher/ULSS Site Coordinator, Jefferson Elementary

Cazden said she had been a district parent for 15 years and a district teacher for nine years. Cazden said her belief in RtI stemmed from personal experience. She explained that when her now college-student son was in elementary school at BUSD, he had struggled academically and teachers were not able to provide adequate support. Cazden noted that times had changed for the better and eleven years later when BUSD teachers noticed that her first-grade child was struggling with reading, there was a different approach, and staff immediately implemented a remediation plan that had her child reading at grade level within three months.

Cazden explained that RtI at Jefferson comprises a team that includes an educational specialist, and a reading specialist, who work collaboratively with classroom teachers to develop an individual program for each child. She said that at Jefferson, huge gains have been made in academic and socio-emotional development since the ULSS/RtI program had been implemented. Assessment starts in kindergarten with a 'Gentle Beginnings Program' that allows specialists to identify children needing extra support.

She said specialists rely heavily on assessment data to guide them as they craft individual programs for children, monitor their progress and shift supports as needed. She said that by the time students return to school in the fall, educational specialists have already used spring data from the prior year to identify students who finished the year below grade level. She said this allows educational specialists to immediately start in with reading, writing, and math support.

Cazden gave the Committee snapshot of her day. She said that in the morning she does reading-curriculum intervention with small groups of kids who are divided into comprehension groups, accuracy groups, spelling groups, and fluency groups. On a daily basis she also provides individual support for students with IEPs. She said that she also conducts a spelling group for 5th graders and works for an hour on math with 4th graders.

She said the educational specialists kept abreast of students' needs and progress through bi-weekly ULSS/RtI meetings to pinpoint obstacles to progress so they could tailor academic intervention, as well as fall/spring Student Needs Assessment Program [Snapshot meetings], and SST (Student Success Team) meetings which include families. She explained that before kids transition to middle school, she has a chance to meet with the 5th grade principal and educational therapists to set supports in place incoming 6th graders.

Mary Wrenn (Willard)

Speech & Language Therapist/Special Education Department Chair, Willard Middle School

Wrenn said she had worked at Willard for 18 years. She said the school's overall vision was one where all teachers are responsible for all kids, and that support services should involve everyone. She added that although the school believes in inclusive education, they also provide specialized supports. She said that providing support to all students when they needed it was the original idea behind ULSS.

Wrenn said that instead of a ULSS team, Willard has created SNAP teams (Student Needs Assessment Program.) The model of service delivery at Willard involves co-teaching, where teachers with special education credentials team teach in classes with teachers with general education credentials. Wrenn explained that special education teachers play an integral role in planning the curriculum and providing modifications for struggling students. She noted that the biggest thing helping the school make progress with kids was the collaborative relationships that had developed the identification of kids who were struggling, and the team approach of finding ways to support the student. She emphasized that the team approach means that all students receive the support they need not just those as identified as "special needs."

6. Recommendation for BSEP Class Size Reduction (CSR) Funds in Fiscal Year 2012-13

Neil Smith, Assistant Superintendent for Educational Services

Pauline Follansbee, Director of Fiscal Services

Smith began by stating that that this CSR recommendation meets the BSEP class size goals, maintains important programs funded under Program Support, and, unlike in past years, adds to the CSR Reserve. He highlighted the Program Support portion of the CSR proposal because it includes found in this recommendation. Reminding the Committee that last year BSEP had picked up 5.5 FTE for ULSS/RtI in the elementary schools, he noted that this year's proposal includes an additional 5.5 FTE for RtI at the middle schools, for a total of 11.0 FTE for ULSS/RtI. He then distributed the recommendation for the expenditure of the BSEP Class Size Reduction monies in FY 2012-13 and asked the group to read the first paragraph.

Smith said that next year there were no plans to change the class size ratios as mandated by BSEP/Measure A of 2006: 20:1 for grades K-3, 26:1 for grades 4 & 5, and 28:1 for grades 6-12. However he said BUSD would take the following action to make staffing more efficient at the secondary schools, while maintaining the proscribed class-sizes:

- Physical Education classes in grades 7-12 will be allocated FTE at a ratio of 38:1 while all other classes will be continued at 28:1.
- Berkeley High students enrolled in only five classes (mainly seniors) will be counted as 5/6th of a student. He said in the past these students were counted as one student taking six periods, although they only took five.
- Regional Occupational Program R.O.P enrollment (students taking a class funded by ROP) will be subtracted from the total BHS enrollment used to calculate staffing.

When questioned whether this might be in conflict with the Measure, Smith said that the Measure's primary goal is to achieve academic class sizes of an average of 28:1 for secondary schools. He noted that the Measure's formula for calculating student-teacher ratio assumes that all

kids take 6 periods, which is not true. He said that the above adjustments actually make the staffing more accurate.

Discussion followed, including the following comments:

- ◆ The recommendation appears to take assets away from BHS and add assets to the middle schools.
- ◆ Are BSEP funds being used for basic services which are just called it RtI?
- ◆ Shouldn't BHS have an RtI program?
- ◆ Will there be enforcement of the minimum ECO class size of 20 students, for classes with more than one section at BHS, as stipulated by the P&O?
- ◆ Is this the best use of BSEP funds?

When asked how the recommendation could add funds to the CSR Reserve, and at the same time increase Program Support programs, Neil cited three reasons:

- A 3.17% Cost of Living Adjustment (COLA), which increases projected CSR revenue by roughly \$450,000,
- Declining enrollment, which means BSEP dollars, which are increasing due to the COLA, provide services for fewer students, and
- More efficient staffing.

Smith and Pauline Follansbee then walked the P&O through the *Class Size Reduction FTE Planning Document* (Teacher Template). On page two, Smith noted the increase of 5.5 FTE for middle school ULSS/RtI. While there were no cuts to Expanded Course Offerings (ECO) or Middle School Counseling, Smith confirmed that Berkeley High, which is currently overstaffed, would lose approximately 5.88 FTE total. It was noted that this would amount to an increased class size of roughly 1- 2 students in non-P.E. classes. (P.E. classes are already staffed at 38:1.)

7. Report from Superintendent's Budget Advisory Committee (SBAC)

Larry Gordon and Greg Wiberg

Larry Gordon reported from the SBAC committee, which met just before the P&O meeting. He said that BUSD is preparing for the following three budget scenarios: Scenario A **Low**: a \$3 million budget reduction, Scenario A **High**: a \$3.6 million budget reduction, Scenario B: Use \$3.2 million in reserves if Governor Brown's November 6th 2012 ballot initiative fails. Gordon distributed a document entitled *Staff Recommendation for Budget Reductions* so the P&O could review the different scenarios.

8. Approval of the Minutes – February 7, 2012

MOTION CARRIED (Reed/ Glimme): to approve the February 7, 2012 P&O minutes, as amended. The minutes were edited to reverse the figures \$4.6 and \$3.3 on the third bullet in Section 4. The motion was approved unanimously.

9. Adjournment

The meeting was adjourned by acclamation at 9:35 p.m.

