

ALBANY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

The mission of Albany Unified School District is to provide excellent public education that empowers all to achieve their fullest potential as productive citizens. AUSD is committed to creating comprehensive learning opportunities in a safe, supportive, and collaborative environment, addressing the individual needs of each student.

MINUTES FOR REGULAR MEETING
REGULAR MEETING
ALBANY CITY HALL
1000 San Pablo
Albany, CA 94706
TUESDAY
January 23, 2018

I. OPENING BUSINESS

A) Call to Order

President Black called the meeting to order at 6:30 p.m.

B) Roll Call

PRESENT: President Black, Vice President Stapleton-Gray, Board Member Blanchard, Board Member Clark, Board Member Trutane, and Student Board Member Attanayake.

EXCUSED: Student Board Members Silwal.

STAFF: Superintendent Valerie Williams; Allan Garde, Chief Business Official; Marie Williams, Director III, Curriculum, Instruction, Assessment, Carrie Nerheim, Director I Student Services; and Diane Marie, Director III Special Education

C) Pledge of Allegiance

The Board and members of the public who wished to recited the Pledge of Allegiance.

D) Reading of the AUSD Mission & Vision Statement

Student Board Members Attanayake read the AUSD Mission & Vision Statement.

E) Approval of Agenda

Member Clark requested that the Agenda for the January 23, 2018 Regular Meeting be revised to include an additional ten minutes for the Special Education item under Review & Discussion (to view the discussion, visit www.ausdk12.org).

President Black requested a motion to Revise & Approve: Albany Unified School District Board of Education Agenda for the January 23, 2018 Regular Meeting. Motion by Vice President Stapleton-Gray, seconded by Member Clark. The Board was polled and passed unanimously.

F) Approval of Consent Calendar

(The Consent Calendar includes routine items that may be handled with one action. Board Members may request any item be removed from the Consent Calendar without formal action.)

1. Board of Education

a) Minutes of the December 12, 2017 Board of Education Meeting

The Board requested the following revisions:

O) STAFF REPORT

1. Promoting Safe, Supportive, and Collaborative Environments for All Students

Almost half of all Albany High School and Albany Middle School students participate in the Albany athletics programs, ~~there is a high parent participation rate, and SchoolCARE provides \$180,000.00 to support the Albany athletics programs.~~ The AUSD athletic programs are supported by Albany Athletic Boosters, and the school district provides \$275,000.00. The AUSD athletic programs also enjoy a high parent participation rate.

3. Albany High School Discipline/Behavior Matrix

Vice Principal Reimuëller serves the ~~9th and 10th~~ and 12th grade classes, and Vice Principal Pratt serves the 9th and 11th ~~and 12th~~ grade classes.

R. REVIEW & ACTION

2. Board Committee Assignments

Albany High School Classroom Addition Project After a discussion, President Black, Member Blanchard, and Member Trutane agreed to serve on the Albany High School Classroom Addition Project Committee.

2. Human Resources

a) Certificated Personnel Assignment Order & Classified Personnel Assignment Order

3. Curriculum & Instruction

a) Bi-Annual Field Trip Report

4. Student Services

a) Approve School Accountability Report Cards (Secondary)

5. Business Services

a) December 2017 Warrant Report

b) December 2017 Donation Report

President Black requested a motion to Approve: Consent Calendar. Motion by Member Clark, seconded by Member Trutane. The Board was polled and passed unanimously.

G) BOARD AND SUPERINTENDENT REPORT

Superintendent Williams and Vice President Stapleton-Gray addressed the Board and made comments about district related events they attended and district business (to view the comments, visit www.ausdk12.org).

H) STUDENT BOARD MEMBER REPORT

Student Board Members Attanayake and Silwal provided the Board with the following Student Board Member Report:

The Albany Education Foundation and the Albany Community Foundation are hosting a Champagne and Chocolate Gala on Saturday, February 10th from 7:00-10:00 p.m. at Northbrae Community Church. This special event will include wine, champagne and beer, chocolate and non-chocolate desserts, and savory treats.

Marin Elementary School is hosting a movie night this Friday, January 26th! Come and see Cars 3 and enjoy Lightning McQueen's race to the top!

Priority enrollment for new kindergarten through fifth-grade students to the Albany Unified School District for the 2018/2019 school year will begin on Thursday, February 1st and end on Saturday, March 31st. Families can begin online enrollment and make enrollment appointments beginning Wednesday, January 17th.

Would you like to help your kids get along better and become better friends with each other? There will be a Parent Education Night at Cornell on January 25th from 7-8:30 p.m. Parenting coach Rebecah Freeling will show you how to resolve conflicts in a way that leaves all parties feeling heard and empowered, and many other skills. Don't miss out!

Take your kids bowling and support Cornell PTA on Sunday, January 28th, from 10 a.m. to noon at Albany Bowl! Grab your "pin pals" and head on over for a fun morning of strikes & spares! \$12 gets you shoe rental & two games of bowling and \$5 will go back to Cornell PTA to support their many programs.

The 5th Grade Winter Choir Concert is on Tuesday, January 30th at 7 p.m. in the Albany High School Little Theater.

Grab a rake, hammer or paintbrush and come join the Cornell Crew Work Party for some fun school improvements! No experience needed, just a desire to beautify the school, meet people and have fun. Bring the whole family, as everyone is welcome to participate, especially the children.

I) PERSONS TO ADDRESS TO ADDRESS THE BOARD ON MATTERS NOT ON THE AGENDA

Board practice limits each speaker to no more than three (3) minutes. The Brown Act limits Board ability to discuss or act on items which are not on the agenda; therefore, such items may be referred to staff for comment or for consideration on a future agenda.

A Cornell Elementary School parent addressed the Board regarding the indemnity portion of agency contracts for outside service providers that offer activities to AUSD students for classes and/or field trips. He requested that AUSD not use outside providers who insist on waivers that would completely eliminate negligence as a potential cause of action. After a discussion, the Board requested that staff review both AUSD and outside agency indemnity waivers to ensure compliance and that they are aligned and not in conflict. The Board also requested staff bring to the newly created Board Policy Committee AUSD Board Policies and Administrative Regulations related to this topic for review (to view the discussion, visit www.ausdk12.org).

J) STAFF REPORT

1. Promoting Safe, Supportive, and Collaborative Environments for All Students

Superintendent Williams addressed the Board regarding the staff report on Promoting Safe, Supportive, and Collaborative Environments for All Students. The purpose of this staff report was to provide the Board and community with information regarding the activities taking place throughout the District to promote a safe, supportive, and collaborative environment for all students and staff. In response to issues of discrimination and inequity, the Governing Board, District staff, and members of the Albany community have been engaged in dialogue around strategies to ensure respect, inclusion, and empathy for all members of the learning community. District staff highlighted some of the proactive steps students, staff, and community members are initiating in order to improve the culture and climate of our school community.

Carrie Nerheim, Director I Student Services, addressed the Board regarding the Staff Report on Promoting Safe, Supportive, and Collaborative Environments for All Students. Director Nerheim stated that a group of approximately fifty staff members, both classified and certificated, will be attending a two day trip to the Museum of Tolerance in Los Angeles. The Tools for Tolerance Program provides educators with the opportunity to experience the Museum of Tolerance as a laboratory for human behavior, hear personal testimonies from witnesses to history, engage in facilitated discussions around issues that matter, participate in workshops (promoting positive campus climate, social justice, media literacy), and take home valuable resource materials. This trip is fully funded by the Tools for Tolerance for Educators grant. The grant covers airfare, lodging, and some meals. This opportunity was originally initiated by Heather Duncan, Terry Georgeson, Anna Mansker, and Melisa Pfohl who are taking a group representing TK-5th grade in February. Additionally, Alexia Ritchie, Albany High School Principal, will be taking a group of high school staff at the end of January. Director Nerheim introduced Melisa Pfohl, Principal of Marin Elementary School, who addressed the Board regarding the Museum of Tolerance in Los Angeles. Ms. Pfohl recounted her experience in the 2016-17 school year when she served as Albany High School Vice Principal and read the following:

In order to talk about this trip to the Museum of Tolerance, I need to take you back for a minute to last year because that's where it all started.

As many of you know, I was an assistant principal at the high school last year. Last November, 2 of the high school's dedicated Resource Teachers, Carla Swan and Kate Fahrner went to the Museum of Tolerance together for a workshop. They came back from this workshop on fire with enthusiasm and inspiration after receiving this incredible training. I have attended enough workshops in my years as an educator to know that they are not all are created equal. And when staff members glow the way Carla and Kate did when they spoke about their experience, it's something to pay attention to. They spoke about inner growth, about examining bias, and about having concrete strategies to use with their students. But mostly, they spoke about wanting to encourage others to attend the trainings and share in the experience as well.

Also in November, in hindsight now, I can see clearly that our world began to change. While I didn't know it then, my first indicator of this change was the Albany High walkout the day after President Trump was elected. Darren McNally and I accompanied more than 100 passionate, courageous, AHS students on a walk to UC Berkeley. We passed a very crowded Sproul Plaza and followed the kids to the Campanile. The memory of listening to those who so eloquently spoke on the steps that day while everyone listened in silence will stay with me I'm sure, for many years to come. Hearing high school students you remember as third graders speak of the need for justice, equality, and love in our world is a gift that I wish every educator could have.

I didn't understand the significance of this moment then, or the era that was beginning. And I spent a great deal of time last year attempting to keep up with the rapidly changing news cycles and grasping for understanding about how our national climate was affecting our students, as many of us did.

It seems that UCLA was grappling with the same questions and conducted a study last spring entitled, "Teaching and Learning in the Age of Trump." Several of our very own AHS teachers participated in this study along with over 1500 other high school teachers from across the country. The study linked the national climate to school climates, acknowledging that as political discourse had gotten increasingly more hostile since the election of President Trump, high schools across the country experienced an increase in anxiety, stress and hostility as well.

Albany educators have always been committed to being thoughtful and reflective about their work, and what I know about our Albany staff is that they are committed to evolving based on the circumstances and the changing needs of the students that walk through our doors. And this only is what can explain why 42 preK-5th grade teachers, paraeducators, office staff, administrators, and district office officials have volunteered to give up 2 days of their mid-winter break to go to LA to the Museum of Tolerance.

I am hopeful that this trip will provide an opportunity for elementary educators to reflect on who we are, what we stand for, and how we can encourage our children to do the same in these rapidly changing times. While the agenda is still being crafted in collaboration with the Museum staff, I know that we will be examining our implicit bias, discussing race and racism, examining areas of our lives in which we experience privilege or lack thereof, and learning concrete strategies that we can use with students.

I have greatly appreciated the compassion and concern with which our community has come together in this challenging time, as I know that Albany educators cannot be alone in doing this important work. It has to include families and parents. So last week, UCB Prof and Asst Dean of Diversity and Inclusion, Rudy Mendoza-Denton, gave a parent ed night that supported parents from all 3 elementary schools in starting to understand how implicit bias works and discussing how parents can support one another in talking about race and racism at home. Due to an incredibly thought-provoking workshop, and the enthusiasm of the parents who were there, what was intended to be a one-time-only presentation is hopefully expanding into a series of talks that will continue to include parents from across the district. We're in the process of confirming a date for February, and I encourage anyone who cares about our children and wants to work toward positive change in these challenging times to attend this fabulous series.

At the core of all of these efforts is collaboration, unity, and a willingness for all of us to examine our responsibility and work together to do our part. I'm inspired by the possibilities that the Museum of Tolerance will create for our staff, and by the potential for change that is being created by working with parents through Prof Mendoza-Denton's workshops. I have great expectations and super-high hopes for what we can do together for our children in the coming months. Thank you to our Superintendent, Val Williams, for supporting all of these efforts, and to Carrie Nerheim for giving me an opportunity to share my thoughts with you here tonight.

K) REVIEW AND ACTION

1. 2016-2017 Financial Audit Report

Chief Business Official, Allan Garde, addressed the Board regarding the 2016-2017 Financial Audit Report and stated that the purpose of this item was for the Board to approve the 2016-2017 Financial Audit Report. Mr. Garde stated that he would like to combine this item with the following three items on the agenda. In accordance with Education Code 41020.03, the Board is required to review and take action on the District's annual audited financial statements. The audit firm, Christy White and Associates, performed the 2016-2017 audit service and prepared the report. Mr. Garde introduced Michael Ash, Partner with Christy White and Associates, who discussed the 2016-2017 Financial Audit Report and answered questions.

The Board, staff, and Mr. Ash discussed that the Findings and Recommendations section, found at the end of the report, represent areas that are non-compliant and require corrective action. All findings have been reviewed and a corrective action plan has been put into practice, overseen by the Alameda County Office of Education. The auditors do not review every single transaction. Auditors review and test a statistically significant amount of transactions and dollar amounts based on Governmentally Accepted Accounting Standards and the State Controller's Office to provide reasonable assurances of accuracy. The cost and time required to review every transaction every fiscal year would be cost prohibitive and statistically not provide a significant amount of additional certainty and clarification with the report. The auditor has issued an unmodified "clean" report for the financial statements of the Albany Unified School District (to view the discussion, visit www.ausdk12.org).

President Black requested a motion to Accept: 2016-2017 Financial Audit Report. Motion by Member Blanchard, seconded by Member Clark. The Board was polled and passed unanimously.

2. 2016-2017 2008 Measure E Bond Financial and Performance Audit Report

Chief Business Official, Allan Garde, addressed the Board regarding the 2016-2017 2008 Measure E Bond Financial and Performance Audit Report and stated that the purpose of this item was for the Board to approve the 2016-2017 2008 Measure E Bond Financial and Performance Audit Report. Mr. Garde stated that this item was combined with the one above it on the agenda. In accordance with Proposition 39 and the 2008 Measure E Bond Authorization, the Board is to annually review and take action on bond activity. On February 5, 2008, the voters of Albany approved the Measure E Bond Authorization for the Albany Unified School District. This bond has funded the construction of the Albany Aquatics Center containing both an indoor and outdoor pool and the addition of four Gen7 modular classrooms at the Albany High School. The audit firm, Christy White and Associates, performed the 2016-2017 audit service and prepared the report.

Mr. Garde introduced Michael Ash, Partner with Christy White and Associates, who discussed the Measure E Bond Financial and Performance Audit Report and answered questions. The Board, staff, and Mr. Ash discussed that in addition to the auditing of expenditures, a performance audit reviews the expenditures were made solely within with the ballot language of the bond measure, internal controls are evaluated, bid procedures are reviewed, and a site walk of the project is conducted, if necessary. The new appointments to the Citizens' Bond Oversight Committee will review all activity for the 2008 Measure E Authorization, 2016 Measure B Authorization, and the 2016 Measure E Authorization. Having one committee provide oversight over multiple authorizations provides efficiencies, but more importantly does not impact the restrictions and accountability measures each bond authorization has. Each bond authorization has its own performance and financial audit report. The auditor has issued an unmodified "clean" report for the Albany Unified School District (to view the discussion, visit www.ausdk12.org).

President Black requested a motion to Accept: 2016-2017 2008 Measure E Bond Financial and Performance Audit Report. Motion by Member Blanchard, seconded by Member Clark. The Board was polled and passed unanimously.

3. 2016-2017 2016 Measure B Bond Financial and Performance Audit Report

Chief Business Official, Allan Garde, addressed the Board regarding the 2016-2017 2016 Measure B Bond Financial and Performance Audit Report and stated that the purpose of this item was for the Board to approve the 2016-2017 2016 Measure B Bond Financial and Performance Audit Report. Mr. Garde stated that this item was combined with the two above it on the agenda. In accordance with the 2016 Measure B Bond Authorization, the Board is to annually review and take action on bond activity. On June 7, 2016, the voters of Albany approved the Measure B Bond Authorization for the Albany Unified School District. This bond is to rebuild Marin and Ocean View elementary schools, relieve overcrowding, enhance school safety, accessibility, sustainability, and energy efficiency; and improve other school facilities. The audit firm, Christy White and Associates, performed the 2016-2017 audit service and prepared the Report.

Mr. Garde introduced Michael Ash, Partner with Christy White and Associates, who discussed the 2016-2017 2016 Measure B Bond Financial and Performance Audit Report and answered questions. The Board, staff, and Mr. Ash discussed that in addition to the auditing of expenditures, a performance audit reviews the expenditures were made solely within with the ballot language of the bond measure, internal controls are evaluated, bid procedures are reviewed, and a site walk of the project is conducted, if necessary. The new appointments to the Citizens' Bond Oversight Committee will review all activity for the 2008 Measure E Authorization, 2016 Measure B Authorization, and the 2016 Measure E Authorization. Having one committee provide oversight over multiple authorizations provides efficiencies, but more importantly does not impact the restrictions and accountability measures each bond authorization has. Each bond authorization has its own performance and financial audit report. The auditor has issued an unmodified "clean" report for the Albany Unified School District (to view the discussion, visit www.ausdk12.org).

President Black requested a motion to Accept: 2016-2017 2008 Measure B Bond Financial and Performance Audit Report. Motion by Member Blanchard, seconded by Member Clark. The Board was polled and passed unanimously.

4. 2016-2017 2016 Measure E Bond Financial and Performance Audit Report

Chief Business Official, Allan Garde, addressed the Board regarding the 2016-2017 2016 Measure E Bond Financial and Performance Audit Report and stated that the purpose of this item was for the Board to approve the 2016-2017 2016 Measure E Bond Financial and Performance Audit Report. Mr. Garde stated that this item was combined with the three above it on the agenda. In accordance with Proposition 39 and the 2016 Measure E Bond Authorization, the Board is to annually review and take action on bond activity. On June 7, 2016, the voters of Albany approved the Measure E Bond Authorization for the Albany Unified School District. This bond is to relieve overcrowding at the Albany Middle School, construct classrooms, science labs, and flexible learning spaces; and acquire technology and equipment at all schools. The audit firm, Christy White and Associates, performed the 2016-2017 audit service and prepared the report.

Mr. Garde introduced, Michael Ash, Partner with Christy White and Associates, who discussed the 2016-2017 2016 Measure E Bond Financial and Performance Audit Report and answered questions. The Board, staff, and Mr. Ash discussed that in addition to the auditing of expenditures, a performance audit reviews the expenditures were made solely within with the ballot language of the bond measure, internal controls are evaluated, bid procedures are reviewed, and a site walk of the project is conducted, if necessary. The new appointments to the Citizens' Bond Oversight Committee will review all activity for the 2008 Measure E Authorization, 2016 Measure B Authorization, and the 2016 Measure E Authorization. Having one committee provide oversight

over multiple authorizations provides efficiencies, but more importantly does not impact the restrictions and accountability measures each bond authorization has. Each bond authorization has its own performance and financial audit report. The auditor has issued an unmodified “clean” report for the Albany Unified School District (to view the discussion, visit www.ausdk12.org).

President Black requested a motion to Accept: 2016-2017 20016 Measure E Bond Financial and Performance Audit Report. Motion by Member Blanchard, seconded by Member Clark. The Board was polled and passed unanimously.

5. Independent Contractor Agreement with SVA for Furniture and Equipment Specifications

Chief Business Official, Allan Garde, addressed the Board regarding the Independent Contractor Agreement with SVA for Furniture and Equipment Specifications and stated that the purpose of this item was for the Board to approve SVA Architects, Architect of Record for the AMS Annex Project, to work with school site and district staff on developing a furniture specifications bid package to procure the furniture through a formal bidding process. The goal is to ensure the Albany Middle School Annex is fully furnished by the time of its grand opening in early 2019. Mr. Garde stated that the scope of services will be provided in three phases. Phase I includes Preliminary Design Services – Programming Requirements; Schematic Design Services – Mock-Ups and Discussions; and Design Development Services – Finishes, Upholstery, and Budget Estimates. Phase II includes Furniture Specification Services and Bid Package Development. Phase III includes Furniture Administration Services and assist as needed through receipt of furniture. Phase I will begin in January to March 2018. Phase II will begin in April to May 2018, and the order for furniture will be placed from May to June 2018. Phase III will begin in May to early 2019.

The Board and staff discussed that this agreement is to have SVA Architects, Architect of Record for the project to assist us in specifying the type of furniture and equipment we want/need for the AMS Annex. SVA Architects will meet with AMS Staff to understand the programmatic needs and long term plans then select furniture/equipment that meets our needs within the specific AMS Annex classrooms. SVA Architects will then develop a bid package where multiple vendors will bid for competitive pricing. The furniture and equipment for the AMS Annex will potentially cost around \$400,000. For purchases of this type that exceed \$85,000, we are required to develop a bid process. There are three reasons staff is recommending approval of this contract; 1) A bid process generated by the project architect (unbiased or unconnected to furniture vendors) can save at least 15% due to developing a bid that more vendors can bid on; 2) Having the unbiased specialist work with the AMS staff on the needs/wants will ensure the staff can use the furniture now and 15 years from now; and 3) Streamline the ordering process from the experience noted below for the pilot furniture.

The Board and staff discussed that this year, two 21st Century furniture classrooms were planned for Albany Middle School so that staff would gain daily experience with new types of furniture and ultimately select furniture they can use on a daily basis for the new annex. The process was much more cumbersome than originally intended. The plan was to have the two AMS classroom teachers review various furniture vendor catalogs, select furniture they wanted to test out, order, and deliver to the classrooms early in the school year. Complications arose when different vendors did not accept orders directly from school districts. We then had to identify intermediary vendors and more specifically intermediary vendors that had access to the furniture selected. Coordinating with four representatives directly and indirectly caused many time delays and gaps in the process. After taking several months to finally place an accurate order with all the vendors, there were delays in shipping from the manufacturer. These delays impacted the time available for the AMS to pilot before making decisions on what to order for the Annex resulting in pilot furniture coming in over the course of several months versus all at one time. It became apparent after multiple delays and changes throughout the ordering process, a

formal bid process is needed to cost effectively ensure the furniture for the new Albany Middle School Annex meets the programmatic requirements of the school site (to view the discussion, visit www.ausdk12.org).

President Black requested a motion to Approve: Independent Contractor Agreement with SVA for Furniture and Equipment Specifications. Motion by Member Blanchard, seconded by Vice President Stapleton-Gray. The Board was polled and passed unanimously.

6. Amendment to Derivi Castellanos Architects Agreement to provide CHPS Commissioning Agent Services for the Albany Middle School (AMS) Annex Project

Chief Business Official, Allan Garde, addressed the Board regarding the Amendment to Derivi Castellanos Architects Agreement to provide CHPS Commissioning Agent Services for the Albany Middle School (AMS) Annex Project and stated that the purpose of this item was for the Board to approve the amended agreement. The amended agreement will allow Albany Middle School (AMS) Annex to reach CHPS Verified status which facilitates an optimal learning environment. At the November 8, 2016 Regular Board Meeting, the Board approved an amended agreement to add Project Management Services to the construction of the Albany Middle School Annex Project. The Albany Middle School Annex will be a CHPS Verified Project based on Board Policy 3510: Green School Operations and Board Resolution 2016-17-01: Sustainability & the Design and Construction of High Performance Schools. An informal bidding process occurred during the months of November and December 2017. Three experienced and highly qualified vendors responded, and Derivi Castellanos Architects was brought forward as the lowest responsive bid for services expected through December 2018. The Board and staff discussed that typically, the Project Manager does not have the expertise and experience to also serve as the commissioning agent. However, the background of Adam Bayer allows the school district to reduce costs and capitalize on this opportunity by having Mr. Bayer serve both roles for the school district (to view the discussion, visit www.ausdk12.org).

President Black requested a motion to Approve: Amendment to Derivi Castellanos Architects Agreement to provide CHPS Commissioning Agent Services for the Albany Middle School (AMS) Annex Project. Motion by Member Blanchard, seconded by Vice President Stapleton-Gray. The Board was polled and passed unanimously.

7. Amendment to Derivi Castellanos Architects Agreement to provide Project Management Services for the Albany High School Classroom Addition Project

Chief Business Official, Allan Garde, addressed the Board regarding the Amendment to Derivi Castellanos Architects Agreement to provide Project Management Services for the Albany High School Classroom Addition Project and stated that the purpose of this item was for the Board to approve the amended agreement. At the March 22, 2016 Regular Board Meeting, the Board approved an amendment to the Derivi Castellanos Architects Program Management Services Agreement to the bid package for removing the Albany High School Amphitheater with the scope of services expected through October 2019. With many school district bond measures authorized by voters over the past two years, and the impact to the talent pool due to the Great Recession, the availability for qualified construction managers with a focus on California school construction has diminished. The value of contracting with a firm specializing in this field allows AUSD to ensure the presence of qualified staff, only pay for sufficient work performed, require the firm to adjust staffing to meet the needs of the school district and the ebbs and flows of the project(s). The Board and staff discussed that some services have already begun. The services were authorized in advance to begin to balance the need to negotiate the full cost and scope of the project with the vendor to keep the project on schedule, and staff did not want to rush the agreement and potentially pay more overall either through missing the schedule or paying for a scope

of work not needed. There were several holiday breaks recently, and these holiday breaks were optimal to have the design-build teams work on our project and stay on schedule (to view the discussion, visit www.ausdk12.org).

President Black requested a motion to Approve: Amendment to Derivi Castellanos Architects Agreement to provide Project Management Services for the Albany High School Classroom Addition Project. Motion by Member Trutane, seconded by Member Clark. The Board was polled and passed unanimously.

8. Amendment to Bridging Architectural Service Agreement with Gould Evans, Inc. for the Albany High School Classroom Addition Project

Chief Business Official, Allan Garde, addressed the Board regarding the Amendment to Bridging Architectural Service Agreement with Gould Evans, Inc. for the Albany High School Classroom Addition Project and stated that the purpose of this item was for the Board to approve an amendment agreement to include support for General Contractor selection, Design Peer Review, and Construction Document Development Peer Review. The Albany High School Classroom Addition Project is planned to begin construction in the Fall of 2018 with the removal of the current amphitheater beginning in the Summer of 2018. This amendment is based on Time & Material not-to-exceed 80 hours of work. The services provided include Program Confirmation, Contractor Selection Support, Design Peer Review, and Construction Document Develop Peer Review. The Bridging Architect is the architect that conducted a visioning design process with school staff and community members through multiple design meetings. This understanding of the project priorities coupled with the technical expertise to review design and construction documents will ensure the Design-Build Entity / General Contractor carries out the priorities of the project. Board Member Blanchard stated that the presence of a bridging architect is invaluable.

The Board and staff discussed that some services have already begun. The services were authorized in advance to begin to balance the need to negotiate the full cost and scope of the project with the vendor to keep the project on schedule, and staff did not want to rush the agreement and potentially pay more overall either through missing the schedule or paying for a scope of work not needed. There were several holiday breaks recently, and these holiday breaks were optimal to have the design-build teams work on our project and stay on schedule (to view the discussion, visit www.ausdk12.org).

President Black requested a motion to Approve: Amendment to Bridging Architectural Service Agreement with Gould Evans, Inc. for the Albany High School Classroom Addition Project. Motion by Member Trutane, seconded by Member Blanchard. The Board was polled and passed unanimously.

9. Resolution 2017-18-09: Authorizing Procurement for Wireless Access Points Through Public Contract Code Section 20118.2

Chief Business Official, Allan Garde, addressed the Board regarding the Resolution 2017-18-09: Authorizing Procurement for Wireless Access Points Through Public Contract Code Section 20118.2 and stated that the purpose of this item was for the Board to approve the Resolution. Mr. Garde stated that Public Contract Code section 20118.2 recognizes technology and related equipment and services can be highly specialized, unique, and rapidly evolving in nature. This section allows school districts to consider multiple factors when awarding contracts for technology and related equipment and services. All AUSD classrooms and offices are covered by the AUSD Wi-Fi network, providing students and staff with reliable, high-speed access to the Internet and the AUSD network. The AUSD Wi-Fi network consists of hardware controllers (servers) that manage the wireless access points (WAPs) that provide Wi-Fi coverage to AUSD devices. AUSD's current Wi-Fi equipment dates

to 2013. This equipment is now two generations old. 90% of our current WAPs will not run on the latest and most secure software so the system is currently running on a legacy version of the software. AUSD will need additional WAPs for the AMS Annex and other upcoming facilities projects. New WAPs will not run on the legacy software required to run the current WAPs. AUSD cannot add new model WAPs to the current system. An RFP was generated to receive bids and be eligible for E-rate category 2 funding. This will allow AUSD to purchase equipment for 2018-19 school year. Bids were due on December 11, 2017. Four bids were received by the deadline and were evaluated for cost, conformity with RFP specifications, proposed solution, and support and warranty terms. CDW-G submitted a low cost and top ranked bid to provide the Wi-Fi equipment. An Intent to Award the bid to CDW-G was posted on the AUSD website on 12/13/17.

The Board and staff discussed that Public Contract Code section 20118.2 requires the Board to make a finding that utilizing this procurement method is in the best interest of the District. Approval of Board Resolution 2017-18-09: Authorizing procurement for wireless access points through Public Contract Code section 20118.2 makes this finding. Mr. Garde stated that in the future staff will follow the appropriate process of presenting a resolution to the Board for approval to solicit proposals in advance of selecting a proposal (to view the discussion, visit www.ausdk12.org).

The Board requested the following revisions: NOW, THEREFORE, THE BOARD OF EDUCATION OF THE ALBANY UNIFIED SCHOOL DISTRICT DOES HEREBY RESOLVE, DETERMINE, AND ORDER AS FOLLOWS:

President Black requested a motion to Revise & Approve: Resolution 2017-18-09: Authorizing Procurement for Wireless Access Points Through Public Contract Code Section 20118.2. Motion by Member Blanchard, seconded by Member Trutane. The Board was polled and passed unanimously.

10. Agreement with CDW-G for Procurement of Wireless Access Points

Chief Business Official, Allan Garde, addressed the Board regarding the Agreement with CDW-G for Procurement of Wireless Access Points and stated that the purpose of this item was for the Board to approve the contract for upgraded Wi-Fi network equipment. Mr. Garde stated that all AUSD classrooms and offices are covered by the AUSD Wi-Fi network, providing students and staff with reliable, high-speed access to the Internet and the AUSD network. The AUSD Wi-Fi network consists of hardware controllers (servers) that manage the wireless access points (WAPs) that provide Wi-Fi coverage to AUSD devices. AUSD's current Wi-Fi equipment dates to 2013. This equipment is now two generations old. 90% of our current WAPs will not run on the latest and most secure software so the system is currently running on a legacy version of the software. AUSD will need additional WAPs for the AMS Annex and other upcoming facilities projects. New WAPs will not run on the legacy software required to run the current WAPs. AUSD cannot add new model WAPs to the current system. An RFP was generated to receive bids and be eligible for E-rate category 2 funding. This will allow AUSD to purchase equipment for 2018-19 school year. Bids were due on December 11, 2017. Four bids were received by the deadline and were evaluated for cost, conformity with RFP specifications, proposed solution, and support and warranty terms. CDW-G submitted a low cost and top ranked bid to provide the Wi-Fi equipment. An Intent to Award the bid to CDW-G was posted on the AUSD website on 12/13/17. The updated Wi-Fi system will replace the existing with current model Ruckus controllers and WAPs. Over 90% of current computing devices in the district will benefit from the new Wi-Fi hardware: Increased speed, security, and classroom experience. The Board and staff discussed that the current equipment in operation is almost five years and two generations of equipment old. The District cannot add new equipment planned for the Albany Middle School Annex to the current system and has been delaying technical upgrades until a systemwide upgrade is needed and most cost-effective. After the discussion, the Board requested that

staff provide additional information regarding the Agreement with CDW-G for Procurement of Wireless Access Points. The Board requested that the item be tabled and placed on the agenda of the next regularly scheduled Board of Education meeting under Review & Action to provide staff the time to provide the information (to view the discussion, visit www.ausdk12.org).

President Black requested a motion to Table: Agreement with CDW-G for Procurement of Wireless Access Points. Motion by Member Blanchard, seconded by Ross Stapleton-Gray. The Board was polled and passed unanimously.

11. Resolution 2017-18-10: Authorizing Procurement for Wide Area Network (WAN) Through Public Contract Code Section 20118.2

Chief Business Official, Allan Garde, addressed the Board regarding the Resolution 2017-18-10: Authorizing Procurement for Wide Area Network (WAN) Through Public Contract Code Section 20118.2 and stated that the purpose of this item was for the Board to approve the Resolution. Mr. Garde stated that Public Contract Code section 20118.2 recognizes technology and related equipment and services can be highly specialized, unique, and rapidly evolving in nature. This section allows school districts to consider multiple factors when awarding contracts for technology and related equipment and services. All AUSD sites have access to the Internet via a single fiber optic connection from the Albany High School to the Alameda County Office of Education. The AUSD WAN consists of fiber optic lines connecting all other AUSD school sites to AHS so that the school sites can communicate with other sites and access the Internet. The current contract for WAN services with Sunesys LLC expires 11/2018. A new contract is necessary at this time in order to apply for E-rate funding for next year. AUSD prepared and published an RFP in October 2017. Bids were due on November 9, 2017. Two bids were received by the deadline and were evaluated for cost and other considerations. The Sunesys bid was the low bid and was selected to continue to provide WAN services. An Intent to Award the bid to Sunesys was posted on the AUSD website on 11/11/17.

The Board and staff discussed that Public Contract Code section 20118.2 requires the Board to make a finding that utilizing this procurement method is in the best interest of the District. Approval of Board Resolution 2017-18-10: Authorizing procurement for wide area network (WAN) services through Public Contract Code section 20118.2 makes this finding. Mr. Garde stated that in the future staff will follow the appropriate process of presenting a resolution to the Board for approval to solicit proposals in advance of selecting a proposal. The Sunesys contract will start next school year and will run through June 30, 2022. An optional one year extension is available after the main term of the contract expires. Sunesys will provide the fiber optic connections between all school sites (except the District Office) and Albany High School with a data rate of 1 Gbps (gigabit per second). A provision to increase the data rate is included in the contract in the event that AUSD has increased data needs during the term of the contract. The Master License Agreement and Fiber License with Sunesys has been reviewed by legal counsel (to view the discussion, visit www.ausdk12.org).

The Board requested the following revisions: **NOW, THEREFORE, THE BOARD OF EDUCATION OF THE ALBANY UNIFIED SCHOOL DISTRICT DOES HEREBY RESOLVE, DETERMINE, AND ORDER AS FOLLOWS:**

President Black requested a motion to Revise & Approve: Resolution 2017-18-10: Authorizing Procurement for Wide Area Network (WAN) Through Public Contract Code Section 20118.2. Motion by Member Blanchard, seconded by Member Trutane. The Board was polled and passed unanimously.

12. Agreement with Sunesys, LLC for Procurement of Wide Area Network (WAN) Services

Chief Business Official, Allan Garde, addressed the Board regarding the Agreement with Sunesys, LLC for Procurement of Wide Area Network (WAN) Services and stated that the purpose of this item was for the Board to approve the contract for the fiber optic connections that form the AUSD Wide Area Network (WAN). Mr. Garde stated that all AUSD sites have access to the Internet via a single fiber optic connection from the Albany High School to the Alameda County Office of Education. The AUSD WAN consists of fiber optic lines connecting all other AUSD school sites to AHS so that the school sites can communicate with other sites and access the Internet. The current contract for WAN services with Sunesys LLC expires 11/2018. A new contract is necessary at this time in order to apply for E-rate funding for next year. AUSD prepared and published an RFP in October 2017. Bids were due on November 9, 2017. Two bids were received by the deadline and were evaluated for cost and other considerations.

The Board and staff discussed that the Sunesys bid was the low bid and was selected to continue to provide WAN services. An Intent to Award the bid to Sunesys was posted on the AUSD website on 11/11/17. The Sunesys contract will start next school year and will run through June 30, 2022. A optional one year extension is available after the main term of the contract expires. Sunesys will provide the fiber optic connections between all school sites (except the District Office) and Albany High School with a data rate of 1 Gbps (gigabit per second). A provision to increase the data rate is included in the contract in the event that AUSD has increased data needs during the term of the contract. The Master License Agreement and Fiber License with Sunesys has been reviewed by legal counsel. The current equipment in operation is almost five years and two generations of equipment old. The District cannot add new equipment planned for the Albany Middle School Annex to the current system and has been delaying technical upgrades until a systemwide upgrade is needed and most cost-effective. After the discussion, the Board requested that staff provide additional information regarding the Agreement with Sunesys, LLC for Procurement of Wide Area Network (WAN) Services. The Board requested that the item be tabled and placed on the agenda of the next regularly scheduled Board of Education meeting under Review & Action to provide staff time to provide the information (to view the discussion, visit www.ausdk12.org).

President Black requested a motion to Table: Agreement with Sunesys, LLC for Procurement of Wide Area Network (WAN) Services. Motion by Member Blanchard, seconded by Ross Stapleton-Gray. The Board was polled and passed unanimously.

L) REVIEW AND DISCUSSION

1. 2018-2019 Governor's Budget Proposal

Chief Business Official, Allan Garde, addressed the Board regarding the 2018-2019 Governor's Budget Proposal and stated that the purpose of this item was for the Board to review and discuss the projected financial impacts of the Governor's 2018-2019 Budget Proposal. On January 10, 2018, the Governor released his initial budget proposal for the 2018-2019 fiscal year. The Governor's Budget Proposal marks the basis for building the Albany Unified School District budget for the following year. Subsequent steps are required at both the State and District levels. Subsequent State steps range from the Governor's May Revise to the Governor's line-item vetoes and approval by June 30th. Subsequent District steps range from reviewing enrollment and staffing ratios to Board approval of the Local Control Accountability Plan and Budget prior to June 30th. The Board, staff, and community discussed how the 2018/19 Budget went from a shortfall of \$2.4M down to a shortfall of \$1.8M when the 1st Interim was presented, then to a shortfall of \$0.3M based on the Governor's Budget Proposal. Mr. Garde stated that the shortfall decreased because of expenditure reductions noted at the December 5th Special Board Meeting, a one-time transfer of funds from Fund 17, additional revenues from the

State through fully implementing LCFF, and one-time funds currently proposed by the Governor. Beyond 2018/19, the annual shortfall is still consistently around \$2.0M, even while maintaining the expenditure reductions from the December 5th Special Board Meeting and having LCFF fully implemented (to view the discussion, visit www.ausdk12.org).

2. Budget Committee

Chief Business Official, Allan Garde, addressed the Board regarding the Budget Committee and stated that the purpose of this item was for the Board to review and discuss having a Board Appointed Budget Committee rather than maintaining the current Budget Work Group. Mr. Garde stated that when considering a Board Appointed Budget Committee, there are many factors to review that include the Board formally advertising and soliciting interest and approving each member, adhering to the Brown Act by posting meeting agendas 72 hours in advance, recording meeting minutes, and assigning a President to facilitate the meetings and a Secretary to record meeting minutes.

The Board, staff, and community discussed some of the desired purposes and charges of a Board Appointed Budget Committee that include facilitating understanding between the Board and Albany community by acting as a complement to the Board's own regular public meetings and citizen outreach efforts. Also, communicating the community's concerns or satisfaction to the Board about building and renovation plans. And communicating the Board's intentions about bond projects to the community. The Board, staff, and community discussed the desired composition of a Board Appointed Budget Committee and continuity was called out as an important factor. The composition of the Board Appointed Budget Committee would be two teachers/counselors from each school site (10), one parent/guardian from each school site (5), two school site administrators, one representative from the Service Employees International Union (SEIU), and one representative from the California School Employees Association (CSEA). Also in attendance would be two Board Members, one Student Board Member, Superintendent Williams, and Chief Business Official, Allan Garde. The Board Appointed Budget Committee would total 24 participants. There are currently several vacant seats that would need to be filled to transition from the current Budget Work Group (to view the discussion, visit www.ausdk12.org).

After a discussion, the Board requested that an item titled Board Appointed Budget Committee be placed on the agenda of a regularly scheduled Board of Education meeting under Review & Action.

M) EXTEND TIME OF MEETING TO 9:45 P.M.

President Black stated that a vote was needed to extend the meeting time past 9:05 p.m.

President Black requested a motion to Approve: Extend Time of Board Meeting to 9:45 p.m. Motion by Member Blanchard, seconded by Vice President Stapleton-Gray. The Board was polled and passed unanimously.

N) EXTEND TIME OF MEETING TO 10:10 P.M.

President Black stated that a vote was needed to extend the meeting time past 9:45 p.m.

President Black requested a motion to Approve: Extend Time of Board Meeting to 10:10 p.m. Motion by Member Blanchard, seconded by Vice President Stapleton-Gray. The Board was polled and passed unanimously.

O) REVIEW AND DISCUSSION(continued)

1. Special Education

Superintendent Williams, addressed the Board regarding Special Education and stated that the purpose of this item was for the Board to receive an update on issues raised regarding Special Education staffing. At the November 28, 2017 Board meeting, Special Education teachers and paraeducators shared their concerns, ideas and recommendations to improve the quality of service to students with special needs. Recommendations ranged from changes to Special Education staffing to include a designated clerk, increasing paraeducator salaries and providing professional development to paraeducators, to addressing the challenge of ensuring attendance and coverage as mandated by students' educational plans. Superintendent Williams introduced Diane Marie, Director III Special Education, who provided an update on some of those recommendations and provided information about scheduled meetings with teachers and paraprofessionals. Director Marie stated that Program Specialists met with paraeducators at all sites and with Special Education teachers to discuss staffing concerns and potential solutions. Also, a survey was given to paraeducators to gather their input and feedback. In addition, a meeting was held with two Special Education teachers, one general education teacher, and one ATA Co-President to seek clarification on the recommendations presented to the Board at a previous Board meeting. A meeting was also held with paraprofessionals at one elementary school, and meetings with Special Education teachers and paraprofessionals are being scheduled over the next two weeks at all sites.

After the update, many speakers addressed the Board and raised concerns that are reflected in the following statements shared at the meeting.

Student Board Member Attanayake addressed the Board and shared the following email he received.

Dear Mr. Attanayake,

I teach science at Albany Middle School, where I have taught for the last 18 years. I appreciate that you are taking the time to examine our district's special education practices more closely. I know that you are facing some difficult decisions in terms of budget cuts, and so I believe it is all the more important that you are looking into special education at this time. I listened with great interest to the report from the director of special education at the previous board meeting. I think the report leaves out some important details to think about. In the long run, I am worried that by penny pinching in ineffective ways, the district is setting itself up to get sued.

One example of this is the way that para educators are scheduled. It was glossed over very quickly in the report, but essentially they either work from 8:00-2:30 or 8:30-3:00. Perhaps that is workable in elementary school, where the teacher and para are partnering all day long with the same set of students. However, it is a disaster in middle school and high school. Last year, for example, I had two high needs special education students in my 8th period class. Both were students with autism, and really needed the para that was scheduled to be in my class each day. However, the para was scheduled only until 2:30. Since 8th period runs from 2:15-3:05, this means that these students got their para support for 15 minutes each day. The other 35 minutes every day, or two-thirds of the time, they were without support. The students not only didn't get support with the activity of the day in my science class, but they also didn't get the support of closing out the day-- making sure they know what homework they have, thinking about what books and supplies they might want to grab from their lockers, hurrying them along to get to the bus that takes them home, etc.

Not only does the shortened-day schedule of para's neglect the needs of the students as required by law in their IEP's, it also puts the teacher in an awkward position. Does the teacher just make the best of it? Or does the teacher encourage parents to push for the services their child needs in the IEP process?

Just as additional information for you, this was a somewhat unusual situation, as normally para's are reserved solely for language arts and math classes. Generally science does not get para educators unless there is a very high needs student. We are expected to do the best we can to support students without any para support. As you can imagine, this severely limits how well we are able to teach that student, as well as the rest of the students in that class.

There are certainly many more examples of this type of penny pinching that I worry will cost the district much more money in the long run. As the parent at the previous board meeting said, "You can pay now, or you can pay later." I maintain that now is not the time to make any cuts to special education, but instead to take a much closer look at how we are spending the money we have. Perhaps there is a more effective way to spend this money so that each student is actually receiving the services they need. I believe we should allocate more of our current resources to para's. The pay needs to be higher so that we can attract more good applicants.

We also need to find ways to improve their work conditions so that we decrease turnover and increase attendance. And we need to find ways to provide times that they can meet with teachers. Currently there is no way for a teacher and a para to collaborate on how best to meet a student's needs other than during instructional time, with a class full of students waiting. Even if we had a time once a month, that would make a huge difference in our effectiveness in meeting students' needs. I really want to emphasize to you the importance of the para educators to the students' academic growth; they are invaluable.

Thank you again for your attention to this extremely important program.

Robin Cooper

Karen Bonini, AUSD teacher, addressed the Board and shared the following.

To Whom It May Concern:

My name is Olinda Scherr I began working as a paraeducator on March 14th 2000. Today, 18 years later, my salary is that of \$21,609.00. A salary considered by the US Census to be poverty wage. Over the course of 18 years I have worked with an array of students whose ages' range from preschool to high school transition program and disabilities from moderately to severely disabled. I accepted this position graciously because I knew that my assistance would greatly impact the lives of my students many of whom are often segregated from other students and whom feel awkward and uncomfortable in school settings. My work to uplift students and assist them to reach their greatest potential academically and socially has not been easy.

Throughout my time with Albany Unified school district I have experienced abuse by students with disabilities. I have been spat on, kicked, pinched, hit and verbally abused by my students. Granted my students have-mel1tai disabilities, however it takes a strong willed person who is dedicated and committed to changing their lives to tolerate this abuse and continue to work hard towards improving my students' lives and that is what I do when I wake up every morning to help my

students.

While my job is gratifying to know that I am helping the disabled community overcome obstacles and integrate into mainstream society I feel as though myself and other aids are being put aside and neglected because of our low wages. In addition to this job that is physically and mentally exhausting, myself, and other aids have had to take on second and third jobs at times simply to make ends meet. Being the base of AUSD special education program we deserve to be compensated with wages that reflect our hard work and dedication towards education and improving the lives of our special needs students.

Janet Teal, AUSD teacher, addressed the Board and shared the following:

My name is Janet Teal: I am currently in my 34th year of teaching at AMS. Although I have been a general education teacher for many years, I have my master's in special education, and have worked as both a resource specialist and a special day class teacher.

The number one problem that I have experienced over the past few years is that many of our RSP students are not getting the services that are legally mandated in their IEP's. More specifically, there is often no one coming to support them in their general education classes. And for many of our RSP students, these are the only special ed services they are supposed to receive, as many are not enrolled in a period of lab. When I say, not getting services, I am not talking about occasional absences, but rather not receiving services 80-90% of the school year.

This is an ongoing problem:

Specifically, in the 2016-2017 school year, I had RSP students whose IEPs mandated daily in-class support. After some schedule changes, and many para absences, there was absolutely no para support beginning in mid-December of last year. By January 1st I began sending a series of emails asking when a para would be assigned to my room. No one was ever permanently assigned to my students, There was a revolving door of different para subs whose attendance became more and more sporadic because they were assigned to different sites, and soon they stopped coming completely. The net result was that my RSP students did not receive any support for well over 75% of their academic year.

This year the pattern is repeating itself. The para assigned to my students went on an extended leave in the fall, and no one has been assigned to replace her. Occasionally (maybe one period every other week on average which is 10% of their IEP mandated time) a substitute para (almost always a different person) will show up, always unannounced and ask me who they should work with and what I want them to do. As helpful as these paras want to be, I cannot stop teaching to try to point out which students they should be working with, and bring them up to speed on curriculum while my whole class sits waiting. Nor can the para help students with, for example, reading questions on a book that he/she has not read. (And what do I say to the parent of a student who is currently failing, because he has only received para support 10% of the time, and each time with a different person?)

Why am I here?

Why am I here at the Board meeting? Appearing here should be, and is, in fact, my last resort, and the culmination of a series of written appeals over two academic years:

I have gone through all of the proper channels over the past couple of years, and have been frustrated in the lack of results, much less an acknowledgment that there is even a problem to begin with. As Exhibit A: (see 2 packets of emails) This double-sided of emails is from last year, and these are from this year.

The responses (included in the packets shown) I have gotten from the district office have included the following:

1) Emails stating there is no para shortage. That according to their numbers, AMS has a para/SPED student ratio of 1:4. I do not doubt the accuracy of these numbers, but it has nothing to do with the reality of whether or not students are actually receiving services. There are two problems with this 1:4 ratio response

a) It does not take into account the number of students who require 1:1 paras, which are in the double-figure range at AMS. So, for example, conservatively speaking, if You have 12 students who need 1:1 paras, that changes this ratio considerably. Now We are talking about a 1:8 or 1:12 ratio.

b) It completely ignores the fact that we have an extremely high absentee rate among paras, and that there aren't enough substitutes to begin to fill the needs. Furthermore, we have a triage system, so if a one-to-one is absent, RSP paras are pulled from the regular classrooms, and any substitute paras are also sent to work with the students with the greatest needs. The domino effect is that RSP students in general education classes end up going without services for weeks or even months at a time.

2) Emails stating that the problem is with scheduling and that if we cluster students (a system we tried last year that was not successful, by the way), there will be no shortage. So what does clustering look like? It involves tracking several RSP students, or placing SDC students and RSP students in a classroom and having them share one para. On paper, this does indeed solve a problem, but in reality it does not begin to meet the educational needs of our students.

It feels both disrespectful and dismissive that, instead of at least acknowledging that there is a problem with para support, much less offer a solution, these communications essentially state that there is no shortage according to the district's numbers, as if our reality does not exist.

Even more frustrating, the communications are coming from administrators who are issuing these responses without ever having visited my classroom, or any classroom at AMS, to my knowledge.

What are some possible solutions? These are things I have asked for in writing since last year that have, frankly, been ignored.

Start with a needs assessment:

1) Gather information from the GE teachers as to what the reality of resource support is in their classrooms. This could be accomplished by:

a) meetings with GE teachers to find out the reality of what is going on in our classrooms and to learn about our concerns.

and:

b) do a systematic gathering of data over time as to how many periods per week RSP students are not receiving the services mandated by their IEPs

2) Follow up with an action plan. Once the district acknowledges the magnitude of the problem, what are we going to do about it? What are the solutions, and timelines for implementing them, in short, *where is our accountability?*

3) Strengthen communication/ between district office and teachers at site level:

a) Instead of just sending out yet another email (which GE teachers never receive) stating that there are 12 paras out district-wide with no substitutes, become a part of the solution. We realize there are hiring difficulties, but this situation has been going on for the past few years! What are our students supposed to do in the meantime?

One proposal: An open invitation to district office administrators not to visit/observe but to pitch in.

Roll up your sleeves, come to the middle school and fill in for an absent para for the day, or better yet, for as many days as it takes to get the students served.

Although just a stop-gap solution, the potential benefits would be numerous:

- 1) Administrators could experience (not observe) what the paras deal with on a daily basis.
- 2) RSP paras wouldn't have to be pulled from the GE classrooms
- 3) Actually being on site would give administrators a better idea of what some of the difficulties are, and give them an opportunity to actually talk with teachers on a formal and informal basis.
- 4) A "boots on the ground" approach might lead to improved collegiality where teachers feel that district office administrators are willing to work together as a team, rather than direct from a distance.

This scenario is not without precedent. Last year during our power outage, the entire directorial staff came from the DO to help manage the turmoil during the ensuing difficulty of trying to manage our student population in the dark without access to computers to monitor their release to their parents. It was actually a morale booster to see the DO directors come to work side by side with our staff. I would also venture to say, that just because the lights are on, doesn't mean that we are not in a crisis situation.

The bottom line is, the fact that so many of our students are not getting the RSP services to which they are legally entitled is a problem that should not be ignored. Parents put their trust in us that we are actually delivering the services in the children's IEP's. As a teacher and a parent, I often ask myself what steps I would take if this were my own child who was not receiving the services essential for his

learning, and this is why I am fighting so hard to get this resolved. I ask you each of you to do the same.

After a lengthy discussion about the concerns raised by speakers, the Board requested that a Special Education Update be placed on the agendas of upcoming regularly scheduled Board of Education meetings under Staff Report until further notice (to view the discussion, visit www.ausdk12.org).

O) AGENDA ITEMS/MATTERS INTRODUCED BY THE BOARD

The Board requested that the following item be placed on the agendas of upcoming regularly scheduled Board of Education meetings under Staff Report until further notice:

- Special Education Update

II. ADJOURNMENT

The Board believes that late night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular Board Meetings shall be adjourned at 9:30 p.m. unless extended to a specific time determined by a majority of the Board.

The Board adjourned at 10:10 p.m.

FUTURE BOARD MEETINGS

Date	Time	Location
February 13, 2018	7:00 – 9:30 p.m.	Albany City Hall
February 27, 2018	7:00 – 9:30 p.m.	Albany City Hall