

P&O Committee Members Present:

Keira Armstrong, Washington (Alt) Mariane Ferme, Berkeley

community around the planning role of this committee versus the planning role of BUSD's paid professionals, there was no controversy surrounding the P&O's role as an oversight working group.

5.

Providing BSEP staffing for ROP class sections is self-funding. He noted that, since there are no ROP classes, removing the ROP classes would make little impact.

Proposal to add FTE to the Universal Learning Support Systems Program (ULSS)
Lindheim said that if the administration had concluded that the ULSS program was important for students' success, he questioned the P&O Committee's legitimacy to contradict or to override the District on that issue.

6. Discussion of Administration's Recommendation for BSEP Class Size Funds in FY 2012-13

Issue: The proposed change in the way the secondary enrollment would be counted for purposes

These changes are needed in order for the General Fund to cut its portion of classroom teacher cost, as part of its Cut Target of \$1.4 million from next year's budget, due to the dire state of the California budget.

Other Comments:

- The effect of the Superintendent's recommendations is likely to be an additional 1-2 students in each (non-P.E.) class at BHS.
- BHS class size varies significantly, depending on the time of year it is measured. Fall enrollment is highest. In spring, class size typically drops between .7 and 1.
- BHS enrollment is harder to project than Kindergarten enrollment.
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- ULSS is not a Special Ed program.
- The goal of ULSS is to help all students overcome barriers they may have to learning. It serves the entire range of BUSD students, not just identified Special Ed students.
- Two years ago, when it was first suggested that ULSS be funded (partially) by BSEP Program Support, Thyberg had reservations about it, and her successor, Nancy Hoeffer, also had reservations. However now, having listened to descriptions of the program and its effectiveness, including a major improvement in BUSD's STAR test results which has been attributed to ULSS, she has changed her mind. Much research says that intervention is the best, and she sees the benefit of this approach.
- She believes that ULSS/Rtl does meet the criteria for Program Support in the Class Size portion of the BSEP Measure.
- The total ULSS FTE is 22 FTE for the K-8 program (11 FTE @ K-5 and 11 FTE @ 6-8. The Superintendent's recommendation that BSEP CSR fund half of that FTE (5.5 at each level = 11.0 FTE). Other teachers participate in the ULSS/Rtl program as well.

Regarding the Special Ed budget, Thyberg noted that Special Ed revenue covers only about half of what BUSD spends on the Special Ed program. The other half of the cost (approximately \$13 million) is paid by the district's General Fund.

Jay Nitschke distributed a document showing the effect of lower class sizes on middle school math scores from 2007 through 2011. Eighth grade math classes were lowered to 20:1 beginning in 2006-07; 7th grade math classes were lowered to 20:1 in 2007-08 (honors classes are larger.) The number of eighth graders scoring Proficient on the California Standards Test (CST) increased from 30% in 2007 to 55% in 2011. For 7th graders the change was 50% in 2007 to over 70% in 2011. (All 8th graders now take Algebra, except for a few who take geometry.)

A straw poll was taken.

- 6 were in favor of the Superintendent's recommendation
- 7 were opposed to the Superintendent's recommendation

When asked, 4 Reps said they had problems with the placement of secondary enrollment for BSEP CSR purposes, and 2 Reps said they had problems with increasing BSEP funding for ULSS FTE at the middle schools, from CSR Program Support.

Thyberg noted that the P&O Committee could respond to the Superintendent's recommendation by making its own recommendation, for example, that additional funds from CSR should be allocated for Lit Coaches, or middle school Counseling, or ULSS coordination. She added that the role of the P&O Committee is to ask "Is this an appropriate use of BSEP funds, as we interpret the Measure?"

6. Adjournment

The meeting was adjourned by acclamation at 9:55 p.

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 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 informed that her first-grade child was struggling with reading, there was a different approach, and she 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/R

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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, but support services should involve everyone. She added that although the school believes in ~~inclusive~~ education, they also provide specialized

