

# Paramount Unified School District



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## BOARD OF EDUCATION

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## **STUDY SESSION MEETING OF BOARD OF EDUCATION**

### **MINUTES August 28, 2019**

The meeting was called to order at 5:33 p.m. by President Carmen Gomez in the Boardroom at the District Office, 15110 California Avenue, Paramount, California.

Roll Call	Carmen Gomez Yesenia Cuarenta – 5:34 p.m. Sonia De Leon	Linda Garcia-ill/bereavement Vivian Hansen
Administrators Present	Ruth Pérez, Superintendent Ruben Frutos, Assistant Superintendent-Business Services Myrna Morales, Assistant Superintendent-Human Resources Ryan Smith, Assistant Superintendent-Secondary Educational Services Debbie Stark, Assistant Superintendent-Educational Services Elida Garcia, Director-Special Education Manuel San Miguel, Director-Student Services	
Pledge of Allegiance	Dr. Debbie Stark, Assistant Superintendent-Educational Services	
Approve Study Session Meeting Agenda August 28, 2019 1.277	Board Member De Leon moved, Vice President Cuarenta seconded and the motion carried 4-0 to approve the agenda of the Study Session Meeting of August 28, 2019.  Ayes: 4 – Board member Cuarenta, De Leon, Gomez, Hansen Absent: 1 – Board member Garcia	

### **HEARING SECTION**

During the public hearing section the following community members addressed the Board:

Daisy (last name not provided) is in attendance representing a group of parents from different school sites. They have observed at different schools sites that there are teachers and assistants that are occupied in other stuff and not in the care of students. Their observation is that they are on their cell phone or computers. Many years ago, she came to the District to different people and asked for help. She presented some concerns they had as parents. She believed that once presenting them here that she would have different answers. They as parents are here because they are the voice of Special Ed. When they as parents approach

different teachers, persons who are of the capacity in the area in Special Ed, they do it because they have seen in them the support they provide. The district needs to recognize that these children learn in different ways, but the district is not paying attention to these needs, and parents have gotten together to bring this to the District. She is here to let the Board know that they are family too. They say that they are family because they are residents of the city of Paramount, they belong to this district, when they come to you, they not only do it to obtain services for their students, but because they see the necessities and needs of each student. They as parents don't want you to count their children as a number just for funds. They ask that you please focus on Special Ed and do not put a side. Because if these students don't learn right now what is their future going to be when they leave this district. She thanked the Board for listening and added that behind her there are hundreds of parents with the same worries.

Gerald Cerda thanked Daisy and the community that is in attendance to talk about Special Education. He has walked the campuses when they have attended some of the Special meetings and added the IEP is for his son. He graduated now and they did notice that students were in rooms on their phones instead of getting academic, learning academic structure. So there is a flaw in the system here and he want to piggy back on that but what was not mentioned is there are other issues like the SELPA meeting, the annual SELPA meeting that Paramount didn't get any notice because somebody forgot to pass out the flyers. It's once a year, it's an important meeting is done by LACOE and somebody dropped the ball at the Paramount Unified School District. So, yes as parents with special needs students, there's a lot of room for improvement and we do need to pick that up, otherwise where are kids going to be. He added that he did ask the case manager about transitional and what is transitional and was told to look it up in Google. That's our case manager with Special Education. He feels there are issues because he did talk to some teachers that have been here for years and they've been requesting full time jobs, yet they are part time. How ae we going to get qualified teachers if we just have them as part time employees. There's a lot of talent out there and he thinks they deserve full time tenure. They deserve benefits just like any other teacher that has met those requirements. We need to look at that to keep those teachers with those qualifications. Mr. Cerda would like to know what Paramount Unified School District has in place to evaluate students who show learning challenges. There may be a broad array of students needs that require specific IEP or 504. He asked what does Paramount have in place, how does the district work with regional center and with doctor evaluations to work on IEP and 504 to move those students forward. How does a nonverbal student who is denied sign language services from regional center increase academic learning with Paramount. He talked to a lady and she said her son uses an iPad to communicate with staff, he should be learning sign language. iPads go down and maybe the other person may not have the time to look at an iPad. This is a child that is six, seven years old, he shouldn't be denied sign language services. He thanked all the parents that are at the meeting that are Spanish speakers and he welcomes them to attend more meetings, not just tonight and also parents are passionate about their student's education. So there shouldn't be and he's going to say again, there shouldn't be any persona non grata on parents.

## General Services

### Special Education Update

Dr. Elida Garcia reviewed with the Board highlights of the Individuals with Disabilities Educational Act (IDEA), the continuum of services and programs offered for students with disabilities in Paramount Unified School District and actions to increase opportunities for students with special needs into general education settings and initial program outcomes.

The purpose of the IDEA is to ensure that all children with disabilities have free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living, the rights of children with disabilities and their parents are protected, and educators and parents have the tools to improve educational results for children with disabilities by supporting system improvement activities; coordinated research and personnel preparation; coordinated technical assistance, dissemination, and support; and technology development and media services.

To the maximum extent appropriate, children with disabilities are educated with peers who are non-disabled. Special classes, separate schooling or removal of children with disabilities from the regular environment occurs only if the nature or severity of the disability is such that education in regular classes cannot be achieved with the use of supplementary aids and services.

The General Education curriculum is modified for students in most Special Education settings, including RSP, SDC (Mild/Moderate), Autism and behavior support classes. Curriculum is modified or supplemented according to a student's IEP goals. A separate curriculum is used with students in SDC Moderate/Severe classes. This curriculum, called *Attainment*, integrates academic skills with a focus on life skills. Students learn Math and Literacy skills in the context of real-life application.

Paramount Unified School District is committed to expanding opportunities for students with disabilities to participate in General Education settings. Co-teaching began with students in the Resource Specialist Program nine years ago and now includes middle and high school students in Special Day Classes. An inclusion Preschool Class is being launched at Wirtz Elementary School in 2019-20. This is co-taught by two preschool teachers: one Special Education and one General Education and includes both students with IEPs and General Education students.

Schools receive support through professional development for teachers, principals and instructional aides, curriculum development, program support and technical support.

The District will monitor and assess the new inclusion preschool class by surveying teachers and parents, monitor co-teaching in grades 9-12; analyze courses offered and collect data on student outcomes (grades, behavior) and develop a two-year plan to address student with significant behavior support needs, including how to provide professional development for Special and General Education staff.

The presentation in its entirety can be viewed on the District website.

Board Member De Leon referenced continuum of services and commented that in looking at co-taught classrooms, Gen Ed and Special Education and asked how many classrooms or how many teachers are doing co-teaching? Dr. Garcia responded that in all of our elementary sites, the RSP resource specialist teacher is co-teaching with a general education, for those students in our middle school, both the resource specialist teachers as well as the special day class teachers are co-teaching as well as the high school. You see that model as well for both RSP and Special Day Class and the subject areas that they focus on with co-teaching, of course it is Language Arts and Math. One of our middle schools has started rolling out Science that they are co-teaching this year. So we are very anxious and eager to see how the outcomes will happen with that.

Board Member De Leon asked if all RSP teachers do co-teaching. Dr. Garcia responded that do and do a blended service where some co-taught classes and then some pull out depending on the student needs.

Board Member De Leon asked if SDC would also co-teach and Gen Ed and ELA and Math. Dr. Garcia confirmed that is correct.

Board Member De Leon commented that the way she is understanding is that if she were to be employed here as either a RSP teacher or SDC teacher, she would basically do a co teaching class in ELA and math. Dr. Garcia replied that was right and she may do some pullout and would depend on the students services but to keep in mind that the pyramid of continuum of services is fluid so you may see a student throughout their educational career move throughout the different placements depending on their needs so if they make progress and they're placed in a Special Day class and they made progress, we want them to move to the least restrictive environment and we moved them over to a resource program and monitor the progress then so it's very fluid. You may see some students that are in a co-taught class for some subject areas and they may be in a special day class or with a special education teacher in one classroom who receiving services in another subject area.

Board Member De Leon commented that to make it clear, not all students are pushed into ELA and Math and for co-taught. Dr. Garcia responded that no, it depends on their student needs. Board Member De Leon added that we don't know exactly how many teachers we have in RSP? Dr. Garcia responded that she would be able to get her the information.

Board Member De Leon commented that she looked throughout the presentation and she noticed that it says the top classes are at Paramount High School and Zamboni Middle School and added that on page 14, where it says what do students say about co-teaching. Dr. Garcia replied that those are just quotes from the students we just happened to highlight those.

Board Member De Leon added that in the pyramid it shows SDC without mainstreaming and when I look at SDC, it could either be mild, moderate, or moderate to severe. So is there a specific category. Dr. Garcia responded that it depends really on the students' needs and what they are able to do. We want them to be successful if they do, may do mainstreaming. So it may be that they're leading up to them.

Board Member De Leon commented that it worries her because the way it's written, it's like we're not mainstreaming the students and she knows that even if they're going to lunch, then that could be considered mainstreaming. Dr. Garcia responded that is right and where we were talking more in the pyramid about instruction, academic education, but in the IEP, it lists how much time they spent in general education, how much percentage of the time they spent in Special Education.

Board Member De Leon added that in other words, they don't perhaps mainstream to an elective, right. Dr. Garcia responded that if they're in secondary, why it may be or it may be that they have a different type of mainstreaming. Maybe it's that they're doing more of the social aspect. It all depends on the grade level and then the student needs.

President Gomez asked Dr. Garcia if she could explain what mainstreaming is. Dr. Garcia shared that mainstreaming is when the actual Special Education student, in a special day class goes into a general education setting.

Dr. Garcia referred back to Board Member De Leon's question about how many Special Ed teachers are employed and there are 39 teachers that have the job title Resource Specialist and 64 teachers that are under Special Day class and added that is a fluid number because we may hire as we need more

Board Member De Leon added that further down in the pyramid, and she has stated in various Board meetings her concern for our students that are going into nonpublic schools which can be seen by the pyramid, it's more restrictive and the way she personally sees it is that it's basically segregation. So, as a Board Member, she would want to see data, what are we doing to intervene to help our students and added that it's really alarming to her to see that we're actually placing them there and she understands that there's some students that we might have done interventions and it didn't work, but I know the number of students receiving these services, she is concerned and with the number that is coming back. Dr. Garcia commented that we know our program specialist and our program administrators work very closely with the nonpublic school personnel to monitor, to make sure they're getting the service that they need and if we feel at the IEP meetings or even the monthly check-ins or weekly check-ins that they sometimes do, we feel that they are being at least restrict it's successful at all, then we start doing a transition plan to bring them back.

President Gomez commented that on a previous Wednesday report, Dr. Pérez provided information she believes that there was 48 students and only three came back and asked what is the percentage or and she noticed that it is declining for them coming back. Is there a reason why or as Board Member De Leon said, what are our strategies to bring them back, we want them back to Paramount. Dr. Garcia responded that some of our students, in non-public schools continue to struggle emotionally, behaviorally. We have some students in nonpublic schools too. That's not for behavior reasons. It may be for their developmental needs that that is the placement that's best for them. There may be a program that the parents and the team thought it was wonderful for them to be in, which maybe a deaf or hard of hearing. Those are sometimes nonpublic school placements as well, so it's

not just behavioral, we have some students that have, depending on their, developmental or academic needs.

Board Member De Leon asked if as a district have we had non-public agencies coming to support us, perhaps behavior interventionists and added that she knows we have some as far as the district employees and what is their role. Dr. Garcia replied that we have consultants that we also contract out for trainings. We have some students and have agency contract personnel that's working with them and training our district employees on the behavior strategies that they're utilizing.

Board Member De Leon asked who specifically gets trained. Dr. Garcia shared that classroom teachers as well as the instructional assistants.

Board Member De Leon asked if there is a particular intervention strategy or behavior strategies that they're employing. Dr. Garcia shared that we use quite a bit of the applied behavior analysis. The staff at Hollydale that is the autism focus program, all of that staff has also been trained in a lot of the ABA strategies, which stands for applied behavior analysis and we have had consultants that come in and do more in depth training and mentoring with some of our staff as well.

Board Member De Leon asked if we have a functional behavior analysis to determine why the student perhaps does what they do, is it attention seeking or what have you, and, are the teachers then trained in how successful. Dr. Garcia shared that we have a couple of different parts of an IEP that the team could recommend a student for a functional behavioral analysis, a behavior intervention plan and those become part of the IEP. So there's a plan that our specialists, our school psychologists as well as behavior intervention specialists or counselors, our social workers are all involved in those goals and then of course, helping the teacher and the aides to apply and implement those plans it does build some constant review and monitoring.

Board Member De Leon asked if a parent requests a FBA, which is a functional behavior analysis, and then they develop goals, when are they reviewed. Dr. Garcia replied that at least annually. So it wouldn't be reviewed in there but to keep in mind that there's the benchmark assessments that the IEP has where the teachers and the support staff are looking at their progress, so you don't have to wait a year for the IEP meeting. You could always hold another meeting, revise the goals and objectives.

Board Member De Leon added that in other words, we would have things that we could implement before we say oh my gosh the student needs more behavior intervention and then we send them to non-public. Dr. Garcia replied that definitely and added that we do not like to do referrals to non- public schools because we feel that it's a very restrictive environment. Our aim always is to do the least restrictive environment for students.

President Gomez asked if a parent sees that their child has progressed, can the parent always ask for another IEP at any time. Dr. Garcia replied that of course, that is always their right. We always want to revise those goals and objectives, they will hold it in an addendum and the teachers will do that with the parents.

President Gomez asked if Parents are always involved when there's an addendum. Dr. Garcia responded that parents are always involved when there's an addendum as we have to have parent consent. We cannot assess, evaluate a student, cannot change the program placement or anything without parent consent.

Board Member Hansen asked how is it decided if a student is able to go into mainstreaming. She has heard from folks that there are students that are just not ready to be in that mainstream class. So do we assess them somehow. Dr. Garcia responded that yes, that's where the IEP goals come into place and that's where the teachers really rely on their feedback from the staff that's in the classroom with them. The observation, the work completion they have in the classroom, understanding their comprehension skills and their social skills. All of that come into mind because when we design a plan for that student to be mainstream, we want it to be a positive, successful experience for them and that also requires parent consent. Sometimes we have parents that say, you know, "I don't think they're ready, I'm afraid those kids are much bigger than mine". So it's a matter of us all working together to make sure that we're all ready for the mainstreaming opportunities.

Board Member Hansen asked if a teacher or a parent feels that maybe a student isn't quite ready, then you would hold another IEP. Dr. Garcia responded that we would hold off on the goals. Maybe reduce the time they spend in mainstreaming maybe at the subject area that they're mainstreamed in and maybe not as academically challenging for them or maybe it doesn't require them to, use a lot of oral language during that subject area, so we always, especially in the primary grades, we're always looking at them.

Board Member De Leon asked if there are any best buddy programs and she knows those are more, the teacher takes your time, as she has done that in the past to really encourage our Gen Ed students to really get involved with our students with special needs because in society, they should be part of society and we don't want to outcast them and we know that students with special needs, need role models. Dr. Garcia shared that there are quite a bit of our schools districts are very innovative in those kinds of practices. We encourage those innovative practices coming from the principal, working with their staff on how to do that. They have partnerships between the Special Education, General Education teachers to make that possible. We have Los Cerritos that have a couple of different buddie programs for the moderate to severe, so it depends on the school site, depends on the ages of the students and the grade levels. It is happening quite a bit in our schools.

Board Member De Leon asked if parents could request that and would they talk to the teacher and find out what opportunities are there and then take it from there and are there any sports. Dr. Garcia responded that definitely. We have some at the senior campus, we've had some of our moderate to severe students participate as either the help or the assistant, the coaches assistant, if they're not able to get out there and really participate in some of the drills the teams have to do.

President Gomez asked if we have that also in the middle schools. Dr.

Garcia responded yes.

Board Member De Leon referenced the PUSD program aligned with continuum of services and assistive technology is there and she understands that some students might need an iPad per se, but she also knows that there might be particular students that need more of a person that provides these services. Do we have a person. Dr. Garcia responded that used to be a service that was through our LACOE SELPA. But now we've taken those programs back and here in the district we do have one of our speech and language pathologist as the contact person for that alternative like communication devices. They are the ones that monitor the use of the devices, they are the ones that also help the teachers train the teachers on how to use those devices in the classrooms and those devices are also sent home with the students and also provide some training for the parents on how to use them at home.

Board Member De Leon commented that there are some parents that are very hopeful and added that if there is one thing about parents, is that they don't lose hope and that hope can't stop with us, we have to be the model, we have to push, we have to think outside the box and she knows that there are people questioning and saying, why don't we give them an iPad or why don't they teach them sign language and she knows this could be controversial because some parents prefer that their child speak. Board Member De Leon asked if that is left to the parents to decide or is it a collective decision. Dr. Garcia responded that the parent is the one that gives consent to that individualized education plan, so the parent has a major part on those two decisions. They are very personal decisions and the type of method of communication that they prefer for their child. We have the specialists that give their findings on the assessment that they do. We also look at that and then we present that to the parent and we present our recommendations, but it's up to the parent to give consent to the services.

Board Member Hansen asked if the parent has a choice. Dr. Garcia, responded that they definitely do.

Board Member De Leon commented that with speech and language services, she could when the Board agenda was received that we had litigation or due process and parents or the students receiving compensation and asked if we are still in that same pattern. Dr. Garcia responded that due process is a due process meeting that's always there for the parents to file, to seek, if they aren't in agreement with what the district offers for free inappropriate public education, so that's always the parents right. She added to keep in mind that in the state of California, the filings for due process are very high, so what is seen here in Paramount is pretty much what you see throughout the district and on a regular basis.

President Gomez commented that piggybacking on Board Member De Leon, PUSD programs aligned with continuum services, for the special day class, she would like to request data from the last five years on the number of date, a special day class students who received a diploma and how many of those students in Special Day class students dropped out of school in the last five years.

Board Member De Leon commented that she understands in Gen Ed they



are on the diploma track, some students, some with mild to moderate, disabilities, could also be on the diploma track. But her concern would be more perhaps in the moderate to severe that they receive a certificate of completion but what does this mean. What is at the end like for them to receive a high school diploma, we know that they have to meet certain criteria and so her concern would be what is this certificate, what does this show as an accomplishment, so if she was to have a child, she would know what this certificate means. She knows and understands that there's various levels of cognitive ability and asked what would that encompass. Dr. Garcia responded that those conversations with parents would have already started once in their certificate program, especially the middle school, high school, they start having those conversations. What would a certificate of completion mean for the student. The county, the state of California recognizes that the student was able to complete the participation in an alternative curriculum program but that does not hold back students that are able to get part time jobs once they finish with us or even while they're in the adult transition program.

Board Member De Leon commented that it doesn't really demonstrate what level they got to or they're satisfactory in this area. Dr. Garcia responded no, and they did that because of so many different wide range of developmental needs that students have.

Board Member De Leon commented that on the Paramount Adult Transition program, what helped her to really understand the Paramount Adult Transition program was for her to visit the program and seemed very real and a really nice program. She shared she has some concerns for instance, there is a mock apartment. She feels that perhaps we could start at a younger age, too not necessarily that they cook, but perhaps making their bed, things that could be then implemented at home and wondering if there's a connection and then further on she is thinking and knows there was a student that was there at the school site when she visited and the student was working at Dennys. The student stated that they could clean by mopping, picking up dishes and whatnot. It concerns her and she does not know the whole story, but most students could do that already at home, so then what are we doing to push the boundaries more, because if the student is already cleaning her or his house and knows how to mop, we could perhaps break out of that cycle of just having perhaps mediocre jobs and she is not just saying it for herself, but she is hearing it from her community that they don't want their child to just go into cleaning. They already know how to clean at home so. She is just trying to think out the box and perhaps we could develop something on the iPad where this child or this young adult could then take orders. Dr. Garcia commented that it also on the student needs that are there and their interest. The job developer at the adult transition program works with that student as well as with the parents and the teacher to try to find a job placement that they have an interest, a genuine interest in. So you heard from the student that was talking about Denny's. That may be what she wanted to try at the restaurant industry. We have other students that work at grocery outlet and they're actually stocking. We have other students that may work at the print shop in the district helping. So it depends on their skills level and their interest as well and it's not just a custodial kind of a career track that we offered the students. It really is very individualized, that's why it's Special Education.

Board Member De Leon commented that she had an idea and would have to check if everyone was okay, but she noticed that the person that helps the district network to get jobs for these students, she mentioned that perhaps it would be some kind of incentive that we have some kind of logo sticker that they would put in front of their business and she I would not know what it would exactly say and it's just an idea. She would love for the community to basically ultimately decide on what they would want it to say because sometimes words are not always a friendly to parents or families and her idea would be then those parents that have children or if you yourself, most of us atleast know someone with special needs that at least I would go to that business more often. She added that she knows that at Northgate there's a student there and she has mentioned before, but when she goes, she makes sure that she goes to that line because she wants to make sure that she supports that student and hopefully would build a better district and community and push the boundaries. That is what she would want for the students.

President Gomez referenced General Education setting and initial program outcomes and asked what is meant by initial program outcomes. Dr. Garcia responded that we just started the co-teaching in the special day classes last year.

President Gomez asked for which group of students is it for all group of students, Special Ed, moderate, severe. Dr. Garcia responded that it is for the middle school and that's in our co-teaching classes and for students in a Resource Specialist program in our Special Day class for mild moderate. President Gomez asked if it is not for moderate severe students. Dr. Garcia responded no because they have a different curriculum. They have attainment as their curriculum and is more life skills based.

Board Member De Leon asked how it is implemented. Dr. Garcia responded that it is an actual curriculum with curriculum guides and it is aligned with the common core standards in terms of the general concepts. Board Member De Leon commented that means we have a student that is in first grade, by the time they go to second grade they would just continue on. Dr. Garcia added that it is just like our core curriculum, but it's a different type of curriculum and state approved curriculums.

President Gomez stated that for her understanding, on page two where it says children and youth ages three through 21, she was under the impression, which she may be wrong, we had them for four years after, from 18 to 22. Dr. Garcia responded that once they reach that 22nd birthday, so all of their 21<sup>st</sup> birthday and this language was taken from the federal law.

Board Member De Leon commented that she is interested looking at attainment because she is not used to that and too unique. She knows that's another one that is phased and she would want to see how this flows. Dr. Garcia commented that she would get some samples of them. President Gomez commented that she would like that too.

President Gomez asked if there are supplemental materials. I mean what, what is really attainment is the curriculum. Dr. Garcia shared that it's the whole sequential where they're doing the stories that they're doing, some

lessons on life skills. They have math incorporated for the real life experience math.

Board Member De Leon asked if it would have an assessment. Let's say they take an assessment that they are in fifth grade and they're moving onto sixth grade, but sometimes we know that our students with special needs regress and so is the teacher able to assess and then determine they regress so now they're at this level or they made progress and now they're this for special education. Dr. Garcia commented that teachers do use some of that, but really they also go by the IEP goals and objectives because that's where the individualization is happening.

President Gomez commented that she noticed that the autism focus, but on the only programs in alignment of continuous, it says K-8 and asked what happens after they graduate eighth grade. Dr. Garcia responded that they go onto the high school program. So then that IEP team works on the placement that they would have for the high school.

President Gomez asked if the IEP team works with the IEP team from the high school. Dr. Garcia said yes and any time there's a transition even from one grade level to the other, but definitely from elementary to middle school, they have articulation meetings where those teachers get together and they talk about the students and that is where they review the IEP goals and other things that have helped the teacher with those students be successful in the classroom.

President Gomez asked if the parents are included in that. Dr. Garcia responded that is more for the instructional and the parents have a transitional IEP, that the transition from one grade level to the other happens during the IEP. Let's say a student's going from the elementary to middle school, they would start addressing that in the IEP meeting for that student.

President Gomez asked if the parents can be involved in the transition from eighth through the ninth grade with the teachers. Dr. Garcia replied that in the IEP team, you would have the teacher that is receiving the student in the IEP team as well.

Board Member De Leon asked of the autism focus at Hollydale how many classes do we have and how many students can enroll in that program. Dr. Garcia responded that the program is designed for students that have the eligibility of autism, but they also have mild to moderate delays and some of our students with autism may also have other developmental delays that may not be the program for them because that's a general education curriculum and we take all of those things into consideration, when doing program placement, but at Hollydale we have classes from kindergarten all the way through eighth grade.

Board Member De Leon asked if what she is saying is that it is more for a higher functioning student with autism. Dr. Garcia replied that it may be that profile because that is a general education curriculum with the social skills training that goes with it.

Board Member De Leon asked if what she is saying is that once you start, they continue to eighth grade, so it is pretty much that many classes that they have so it's pretty much just one class. Dr. Garcia responded no, they

have several classes. You may have a Special Day class that is K-1 and then they have another second and others.

Board Member De Leon commented that she understands the continuum basically it's kindergarten, first grade, second grade, so that's already nine classes because first grade through eighth. Dr. Garcia responded that we combined some of classrooms because we may not have enough students to make it a kindergarten class.

Board Member De Leon asked how many students average. Dr. Garcia replied that she would have to look at that because right now we are still at the beginning of the year so our numbers are kind of fluid and we start to stabilize our enrollment around this week.

Board Member De Leon commented that she is asking because she does not know and she wants to understand that what is being said is that it depends on their ability to basically do this Gen Ed curriculum so they have to be higher functioning. Dr. Garcia replied that it could be with modifications of course.

Board Member De Leon commented that she is concerned if we have per se a cap of how many students could go there and then once they, once they finished eighth grade, what do we have for the students that continue on and then what do we have for the ones that didn't meet the criteria or maybe they could have met the criteria, but we just don't have room for them. Dr. Garcia replied that we don't limit just because we don't have staff, we hire more if we need to open more classrooms. We but for right now we have five teachers at the Hollydale Autism Program and the last several years we were able to maintain our numbers with those five, but if we do get a larger percentage of students that need that and studying, then we would add another teacher to them.

Board Member De Leon asked if there is a reason why we stop at eighth grade and not continue. Dr. Garcia commented that she thinks they developed that program, it was by the time they were in eighth grade, a lot of those students had learned strategies on how to, seek out appropriate kind of attention in order to self-regulate. They've learned ways to compensate and keep in mind also that in a high school, our staff is still trained to work with students that may have the eligibility of autism. It doesn't mean that we don't stop providing that support. It's just now we do more in the context of a high school setting.

Board Member De Leon asked for the students that don't qualify or per se don't meet the eligibility because of their cognitive ability to be in pretty much Gen Ed curriculum, do we still have some kind of behavior. Dr. Garcia replied definitely and our teachers are still trained in all of those ABA type of strategies and if they need more support, there's always a program specialist as well as our behavior intervention specialist that will help them with them.

Board Member De Leon commented that it was mentioned that at one point, students will work with the regional centers, or at least the regional center and asked if the parents are aware of these services or does this district make them aware. Dr. Garcia responded that the family's been a client of the regional center starting when they come in at three years of age and we have transition IEP before they turned three years and we

already have services in place for them when they're on their third birthday and we cannot as a minor cannot be a client of the regional center without the parent being involved.

Board Member De Leon commented that she has worked with regional center that is the harbor regional center and they do come at certain transitional phases in the students' lives and as they're transitioning, you could say maybe the high school to then the adult transition before the transition regional center invited. Dr. Garcia responded that most of those students are already clients of the regional center and we highly encourage them to continue that service once they leave our district.

Board Member De Leon commented that one thing that wasn't mentioned and as a parent having a student with special needs she never received any type of workshop and she never really questioned it because she worked already with students with special needs. She knows that LA Unified and Whittier City, they always have parents engage in different workshops to know their rights but she never seen that and to this day, she has never seen that. Dr. Garcia commented that those services with those programs were often provided by LACOE SELPA and added that now we have taken LACOE and now we're part of Mid Cities SELPA so it's just newly developed. We are trying to find ways on how to plan those so that we can serve a wider area of parents with those kinds of workshops but that is something in the making. Our parents can be a part of the school site where they attend. So there are always invited to the workshops that go on at that school site, they are always invited if they are having difficulty with their child at home with certain developmental adolescent kind of issues that may come up. They can always tap into the school counselor. That is all part of their community as well.

Board Member De Leon commented that she knows her son was a handful but it was disappointing to see that she was asked what she wanted in the behavior plan and well, even though at one point she wanted to become a behavior specialist, she felt like that wasn't her thing to do. She did state this is what I want and thank goodness Mr. Jackson said, okay, this is what we're going to have and open to provide help and that is what helped them. Once he went to the middle school, it was like a whole different child and then he wasn't allowed to have an elective and she knows her child and that's the thing that frustrates her and she understands her community when they say, I know what my child needs because they have been living with that child forever and nobody is ever going to know that child but the parent more. She had requested and said her child needs to have an elective he's in high school he needs something so he can look forward and it was denied and it was very upsetting so she had to send him to Riverside where he did have an elective. Oddly, and at the same time it was interesting he was working with horses and that changed his whole perspective and he was able to graduate when at one point she felt this kid is not going to graduate. So that is something that other school districts such as Long Beach, they have all means all and that's something that she would want to really look into and hopefully one day we adopt that resolution and that when we say all means all, that everyone can transition or mainstream into something even if it's art for five minutes and go in because we need to build those connections with the Gen Ed population and our Special Needs because they're the ones who will advocate for our

students because our students, most of them can't advocate for themselves. Dr. Garcia commented that is why we are hopeful for our co-teaching opportunities as well as our inclusion preschool program that we started.

President Gomez asked if an example could be provided on the curriculum and instruction, where the students learn math and literacy skills in the context of real life application. Dr. Garcia responded that this is done more maybe on real life examples of going to the grocery store, adding up their bills that maybe it's the checkbook balancing that they may do their math in. So it's not word problems that are very hard for some of these students may be to comprehend, it's more related to everyday kind of living.

President Gomez asked if that includes the moderate to severe students. Dr. Garcia responded yes.

President Gomez referenced that under the support for schools it says professional development for teachers, principals and instructional aids and asked what are they and what are the type of topics and what is the focus. Dr. Garcia commented that we did co-teaching with some of our middle school staff and we have done them in the past with high school and elementary staff. Our behavior aids get trained in the behavior strategies more in depth. They get trained also on health needs that the students may have that they're working with in the classrooms. It may be our teachers have in the past also, in the summer and beginning of this school year, they were part of the teacher institute on how to make accommodations and modifications in the classroom for students with special needs. So there is different array of topics depending on the need that the teachers tell their specialist or tell their principals that have what they need and that's what we provide for them.

President Gomez asked if this includes moderate to severe also. Dr. Garcia replied yes. They don't hear that those teachers are always included in our professional development and our teacher staff meetings at the sites. Board Member De Leon asked if curriculum specialists get involved in helping to modify if there needs to be modification. Dr. Garcia responded that we have program specialists that are working more with the core curriculum that are assigned more working with curriculum and they work with the educational service curriculum specialist as well as a partnership on how to make some of those modifications to the curriculum guide and modifications to the assessment methods as well.

Board Member De Leon added that she is asking because she knows not too long ago before she was on the Board, there was teacher concern and she has not forgotten, it was the fact that they were impacted with their students mainstreaming, one the students struggling and they couldn't do the work and she knows its district-wide. It's a push to mainstream and what concerns her though is the fact that most students are still failing. She then looks at this data right here where it says 30 outcomes, language arts, and then you have a graph for math and it says that in 2017, 2018, the A-C grades were 74 point 70%, and then there was an increase and so her concern is if there is an increase, which is great, then shouldn't they just be in Gen Ed if they're getting those grades. Dr. Garcia responded that it depends on the students. They could see that they're getting those grades

with some modifications still.

Board Member De Leon asked then are these grades are modified. Dr. Garcia responded that some of them depending on the student.

Board Member De Leon asked if this data doesn't reflect modified or not modified. Dr. Garcia responded that it reflects overall the report card grade. Board Member De Leon asked if we know if it's modified and also as they're improving Language Arts, we've taken data on this. She knows the grades have improved but has really increased and how much. Dr. Garcia responded that's why we want to take a look more at that data.

President Gomez asked if there is a rubric for the grades. Dr. Garcia commented that would be more of a general education question that there is the teachers have a certain criteria that they use.

President Gomez asked what happens if a student gets a D, do they continue on, do they keep them. Dr. Garcia responded yes. President Gomez asked so whether they pass or not, they continue on. Dr. Garcia responded that the F grade is for the high school and would be where they're not getting units for that course.

Board Member De Leon asked when we would get better analysis of the data as to they have A's and C's or A's through C's grade-wise and what are they like pinpoints of what is it that they are increasing in ELA or in Math. Dr. Garcia responded that based on the state achievement test, are based on report cards and added that she is not understanding the measure. Board Member De Leon added that it could be for ELA (English Language Arts), is it their writing skills. Is it because the district tests that they take. She knows that there are teachers that grade by the heart and it's like, oh there's a good student, let's give them a better grade. How can we measure that. Is there a rubric that every teacher has and they have to stipulate, this is what they have, this is their grade. Dr. Garcia responded that it covers the initial outcomes. So that data that we collect is not just going to be on maybe report cards. We're going to collect maybe data on looking at what the teacher's comments are, what the students also talk about in terms of what they're learning, this is just initial.

President Gomez commented that when we do get the report on the data, because she is a data person, can they have the different categories. Are they different. What we are really looking into. That's what her bottom thing is. Dr. Garcia asked if what she wants to see is as a result of the co-teaching model. President Gomez responded both, she wants to see both co-teaching and non-teaching to see which one's better, what, what are we doing, but one versus the other. I mean, because the data is the outcome. The data's going to tell us if we're doing well or not and that's what she wants to see. Dr. Garcia responded that another thing she wants to bring up is when you look at the research on inclusion of students with special needs, the most significant gains that happen in those studies across time across the nation are in oral language skills for students and social skills. Academic achievement gains are smaller gains than what you would see with a student with oral language and the social skills specially in the primary preschool to the elementary grades. So some of those benefits are not going to translate directly to an achievement score that their self esteem, may go sky high, their social skills may go sky high. So some of

those are the gains that you're going to see from inclusion that are a little different. Dr. Stark added that she wished to add to that because she thinks that comment is very important that there are many reasons that we advocate for inclusion, many benefits. And so sometimes we capture some of those other benefits, those achievement related benefits through surveys that we'll see surveys, students will survey parents to ask, what is your child's experience now compared to what it may have been in the past. And that kind of data, that more qualitative data is just as important because how kids feel about school and how parents see their students feeling about school is also very valuable and we have to take that into consideration. President Gomez commented that's what she is asking for. They would like to see data to see what's working and what's not working. That gives an example of where we are, where something is needed versus what's working and what's not. And if what's working, why can't we do it, let's just say something's working in middle school, why can't we bring it to the high school or why can't we start it in the elementary school, so that way we know we're achieving where we want to achieve. We all learn differently. We all have different results that I do agree.

Board Member De Leon commented that she agreed with the data that shows, as mentioned by Dr. Stark, that these students do achieve, socially and their language skills increase and this is why she really is so happy that we are going to have it at preschool program. Because those students that have the disabilities really need to have their Gen Ed peers as their little teachers. This tells her that Mod Severe also needs to be mainstreamed and she brings it up and it's something that people might go, oh my gosh, it's so shameful, but she brings it up because these are legitimate concerns of people in her community. They say my child is supposed to have or are we supposed to have this. But it stipulates on the IEP, but he's not being mainstream because there wasn't someone to go with him and that saddens her, but at the same time, it's like we have to face the fact that this is happening, in order for us to move forward and do better and to get a consensus of our teachers, because we need for them to speak up and say, well, I can't do x, y, and z. This is the support that I need because then we're not really following the IEP and that could put us in a litigation. She would like, and knows the parents would like for these students to really mainstream, whether it be an elective or what have you, with the proper support, and have an understanding. She knows there's still Gen Ed teachers that are not so into the mainstreaming. She added that she would think that our curriculum specialists or program specialists can make sure that we would have something that, the students can do and they get those, interactions with the Gen Ed students. To her that's important and it's by law we should be mainstreaming.

President Gomez commented that the Board received some data and she has a couple of questions. She asked if the aides assigned to a taxi. Dr. Garcia responded depending on the student's needs and that's an IEP decision.

President Gomez asked if they are trained to deal with behavioral issues. Dr. Garcia responded that the training instructional assistants are getting more on behavioral strategies, the principles of behavior we're starting off with, then we're doing a follow up training. They have received training from their teachers, from supervising teachers as well as some of our program



specialists in the past, but this time we're being much more strategic about how we're training them.

President Gomez asked if a student has a medical issue or behavior issue while in the taxi, what is the protocol for the Child. Dr. Garcia replied that if a student has a medical condition, our school nurses have developed a health plan and have trained both the aides that are working and the teachers that are working with that student, so they would follow the health plan.

President Gomez requested for a copy of the written procedures and added that she has had a couple of complaints this week. Parents have called her regarding taxi services versus the bus services. She added that she believed in 2012, the Board of Education changed from buses to taxis. Some parents are saying the taxis are too small that their child is in now, they're growing, they're in middle school now. She asked if there are minivans that we can use instead of the small taxis. Dr. Garcia referred that question to Mr. Frutos. Mr. Frutos responded that it is something that we would need to ask our providers to see what type of vehicles they can give us.

President Gomez that it please be looked into because she was told is that there are two children in this small little vehicle with two aides and the child is put in between in the back seat between the two and the child's just too small and they are crunched and so to her, that's a concern. The other concern she has is another parent called her and this time she understands the IEP. She has seen an IEP that initially she had since a young age and the child now is the second grade. They had door to door service and all of a sudden the transportation person told her that is no longer door to door. She would like to know for clarification and wants to understand, if the transportation person tells the parent that now the child has to go to a certain point to take that child to the school and pick them up when that child had door to door service, what can the parents do if the parent's are not here. She wants them to hear it online because now we are online so the parents could know that they have rights and what it's like. Dr. Garcia responded that they can contact the special education office and ask to speak to the program administrator or the program specialist and we will look more individually at that case.

President Gomez asked what if the parent feels that person didn't do much. What is the chain of command. Dr. Garcia responded that it goes through the program specialist or program administrator and then they will go to her as the director.

Board Member De Leon reference ABA training which is applied behavior analysis and asked if teachers and instructional assistants get the CPI training. Dr. Garcia responded that yes, they do and added that they are setting up dates for this year. There are two certified trainers within our district that provide them.

Board Member De Leon commented that there are instructional assistants and teachers and then we have security and asked if security gets the CPI training. Mr. Frutos responded that the security team gets CPI training no less than every other year and currently it is planned for mid-year 2019-20. Dr. Garcia added that is the different strategies and techniques that you use in order to help physically control a child that may be having a temper

tantrum or an acting out aggressive physical and there's certain techniques where you use in order to hold them so that they don't harm themselves or harm others and so the staff is specifically trained in those strategies. Board Member De Leon added which mainly shows that the student has rights and that if anything what you learn is not to restraint. So you use strategies basically to deescalate the student but she would like to see or know the difference between our personnel that is working as safety and do they intervene if there's a behavior problem or do we have our staff who have the CPI training. Dr. Garcia responded that it would mostly be the classroom staff that would help and the administrators are well as well are trained in them and our counselors and our support staff.

President Gomez referenced the CPI and for her understanding, the CPI training, does the individual get a certificate showing that they have the training. Dr. Garcia responded that she believes they do and added that our certified trainers have certain procedures that they have to follow that's based on that training. President Gomez commented that it is like the certificate when you do CPR you carry it with you at all times. Dr. Garcia commented that it is more just kept on file so it's more for them to know what track techniques to use and the CPR, it's more of a legality issue that you have to have the card with you at all times. Okay. Board Member De Leon added that usually they do give you a card.

Board Member De Leon commented that she was looking at co-teaching and asked how long has this been occurring. Dr. Garcia responded that it started at the secondary level and she believes it's about 10 years now. It started with a resource specialist program teachers going in and doing co-teaching back then.

Board Member De Leon referenced page 16 where it says that professional development on co-teaching is provided by Dr. Windy Morask, LLC an expert on this topic. Co-Teaching teams receive two days of training followed by a classroom visit and feedback and asked if they needed more support, how would they just reach out. Dr. Garcia commented that's where we would work them with the consultants from to teach and then maybe extend their contract and we look at that but for now, we provide training, the teachers that have already been doing co-teaching have gone through some training and there's also a follow up for that. But then we knew have new teaching teams every year.

Board Member De Leon asked how many staff are certified for CPI. Dr. Garcia responded that we would find that out and added that it's done every year and can provide the numbers of the trainings and how many participants have gone through it every year.

Board Member De Leon commented that going back to the taxis, the student needs and according to their IEP, they might have someone that rides with them and asked if the correct term to call them is an aide. Dr. Garcia responded that it's additional support. Board Member De Leon commented that if the person that is doing the additional support if there was to be an emergency, would that person call the district, would it be the taxi driver who would intervene. Mr. Frutos responded that the aide would be the first responder, as they are trained and have knowledge of the student. The taxi driver would call 911 and their supervisor.

Board Member De Leon asked if they don't use their own personal phones or do they not get involved. In other words, it's the taxi driver that has the protocol to call. Mr. Frutos responded that the taxi drivers have cell phones to communicate in an emergency.

President Gomez asked if the taxi services have their own liability and added that if, let's just say there's an accident that happens, is the school district still liable or is it the taxi service liable. Mr. Frutos responded that the taxi company has a liability agreement naming the District as additionally insured, and the District has a significant liability policy for protection.

President Gomez commented that she was not here in 2012 and asked if that is one of the reasons why we changed besides saving money, but it's part of saving money, is that why we changed from buses to taxis because of the liability insurance. President Gomez commented that on the Wednesday update, it states that we are going to have an analysis for the current year in 2020 in mid April to look over this at that time. She believes we can probably look at the different details and see if we should continue with taxis or should we go back to buses and asked if that is what we are analyzing at that time. Mr. Frutos responded that based on the information we have been able to find, it appears that in the 2011-12 school year the District initiated an analysis of the transportation program and services provided at the time. The District was experiencing service and cost challenges, and sought to evaluate the efficiency and effectiveness of the transportation program, with the goal of implementing additional efficiencies and reducing transportation time and costs. Current staff recalled that the result was a major study of Special Education transportation (where student by student IEPs were reviewed for transportation needs at that time). The results, based on the in depth review of services and transportation boundaries, revealed that the taxi offering was could reduce ride times (15 minutes vs. 60-70 minutes) with increased efficiencies, and cost and problem reductions.

President Gomez commented that when it's said a contract, will the difference be able to be seen. Why would it be renew, but a contract or buses versus the renewal of the taxi service. Mr. Frutos responded that as part of the review of our programs, the Business Office will once again analyze the transportation program for efficiencies and costs in the current 2019-20 fiscal year, with the goal of finalizing a findings report for presentation by the middle of second semester, or around April 2020. The goal is to review our contracted services and the options and technologies available to the District. A similar review of our bus system in the last 2 years culminated with the provision of brand new buses for our contracted transportation program, which are air conditioned and much more efficient. Board Member De Leon commented that she would like to have in the future and she knows this is just a study session and just her ideas besides the logo, stickers, she really thinks that and it is not just her idea, but this is what the community has asked is that we provide them with, independent parents committee that these parents pertain to special education and that they would be able to convene. She is not sure what location but would depend on the parents because we know that when we network with other parents, they can use strategies, they could guide us as to how do you increase a certain behavior that you want or decrease a different behavior.

She thinks this would bring power to the parents and really help them to navigate because it could be very hard to know what ideas stands for, to know the terminology, the laws, and to have per se workshops that these parents could go to and perhaps then they could have a person that represents them and they could come to the Board and let us know, okay, this is what we're doing but this is what we need to improve on. She thinks that would be something that the community would benefit.

President Gomez commented that she also agrees to that and it would be a terrific idea because parents do want to feel empowered and they're the ones who want to get together, talk about their issues among each other and then let them come and bring it to the Board and not just the Board, the audience, the rest of the community know what's going on because we have parents at home right now, they can't come and they probably feel the same way, but if they feel that they can get together with their peers, they're all parents, they all have different issues, but almost the same that they can get together and feel more comfortable talking among them and have a spokesperson or have two or three spokespersons then coming to the Board and let us know what's going on.

Board Member De Leon commented that yes, because part of the comments, they want to feel part of the family and we can't, and we shouldn't put them aside. They need to be part of the family. Just like we have the DELAC and ELAC committees or why not have a committee of parents that they're independent and they get together, they determine, what school site, and you know, who's, who's what the they need perhaps. She added that she just wants to make sure we're all one family.

President Gomez commented that she appreciates all the parents who have come today to let you know, to show us that your concerns, all of the Board here, all five of us, including Linda Garcia we do, we hear your concerns. We want to be there for you, we're here for the students or parents and teachers. So the more we hear from you, the more we can make Paramount a better district, but if we don't hear from the concerns sometimes we don't know so thank you very much.

Board Member De Leon commented that she knows sometimes there's issues where parents have stated that teachers aren't really working, they've seen them on their cell phones or seeing employees on their cell phones. Board Member Hansen asked if the parent said that she saw students on telephones, cell phones and computers or was it teachers. Response received from the audience was teachers and aides. President Gomez added that is an issue because it was brought to her attention also. She added that they called her and they specifically said, and I'm not going to put it on record, but there's one particular classroom that is very concerning and I guess the parents did go to the teacher and that's why she wants to know what the chain of command is so that they can, and ultimately they would probably be speaking to you. Dr. Garcia commented that to keep in mind that parents can be told to go to that site principal. President Gomez added that what she said and to correct her if she is incorrect because she is on speaker now but she said go to the assistant principal, well first, the teacher, assistant principal, principal, and then yourself (Dr. Garcia) and asked if that was correct. Dr. Garcia responded that was right. Dr. Garcia added that we first want to deal with that issue

right there at the site. President Gomez added that's what she is saying. The teacher, the assistant principal, principal and if it doesn't get done, then they can always go to Dr. Garcia or make an appointment to see her. Speaker Gerald Cerda asked a question and President Gomez informed him that he had already come up and spoke and had time to speak and if he would like he could write down his questions and answers could be sent to him.

#### Community Schools Initiative

Dr. Manuel San Miguel, Director-Student Services provided the Board with on the Community School Initiative including the background, program description, staff, progress to date, and next steps.

On January 15, 2019 the Los Angeles County Board of Supervisors approved Motion 22-B to provide the following:

- \$10 million dollar to enhance mental health and student well being throughout Los Angeles County.
- Develop a plan with Department of Mental Health and Los Angeles County Office of Education that provide mental health services including but not limited to, prevention and early intervention services, education, support and outreach
- Select 10 Los Angeles County School Districts to participate in the initial phase of this initiative

Paramount Unified School District was selected to participate in this initiative that increases collaboration between school districts and community agencies, and allocates resources to provide an integrated focus on academics health and social services, youth and community development and community engagement.

Using local schools as “hubs” community schools offer a range of support and services to achieve the following results:

- Students attending schools consistently
- Students actively involved in learning and participating in their communities
- Families increasingly involved with their children’s education
- Students succeeding academically
- Healthy students – physically, socially, and emotionally

This initiative will co-locate several county resources at District sites. Resources from a variety of agencies will be made available locally through this program including those from:

- Child Support Services
- Children and Family Services
- Health Services
- Mental Health
- Parks and Recreation
- Probation
- Public Health
- Public Social Services

The county provides staffing for the program. Each Community School will receive a Community School Coordinators and Parent Liaisons. These school-based positions will serve as liaison with multiple Los Angeles County Offices and agencies and assist the school community.

Paramount High School has been identified as the hub for services. A physical location for the Hub Resource Room has been identified by school and district staff and LACOE has hired a Community School Coordinator and Parent Liaison with our input.

The District will prepare and submit a Memorandum of Understanding with LACOE for Board approval at the September meeting. We will complete the renovation of the Hub Resource Room to accommodate the program and staff, meet with the Community Schools staff to discuss District protocols and expectations, identify specific services that will be offered initially plan for hours of operation, services and support available, and referral process for students and families and create District-wide communication plan to inform students, parents and staff.

President Gomez asked if the \$10 million is equally divided among the 10 districts. Dr. San Miguel answered that he would say no because the \$10 million is kind of centrally located through LACOE and it is really how they're going to staff each of the schools. He added that it probably is pretty close because each school district is going to receive the same type of staffing support as our district is. It is \$10 million that is centrally located to make this program work at each one of the districts.

President Gomez commented that it was mentioned that a select 10 LA County Unified School District would participate in the initial phase of the LV initiative and asked what were the qualifications and how did we qualify versus. Dr. San Miguel responded that it was a number of different criteria that was used to identify the school districts that were involved or that are going to be involved but as he looked through the districts and he's be happy to share those it is Baldwin Park, Bassett, Bellflower Compton, Duarte, Inglewood, Lynwood, Montebello, Norwalk, Paramount, Pasadena, Pomona and Santa Monica. So there, it's interesting because they're all different in their in demographics and some of the other things that they looked at things like the free and reduced lunch count, they looked at things like the demographics of the community and so forth and added that he couldn't speak to it exactly how we were identified as one of the districts, but they use a number of different types of things. President Gomez asked if that was somewhere where she could. Dr. San Miguel responded that yes and he could get that information.

President Gomez referenced the program description and where assistant is attending school consistently. She asked if he could define the word consistently. Dr. San Miguel responded that yes and added that because he works in the attendance realm, he would say that one of the criteria that is used to make sure that students' don't fall into the chronic absenteeism rate, that they don't have absences that equal over 10% of the school year. In a case where there's 180 school days, 18 days would be considered a chronic absence student, so in other words, he does not know if they defined it, they haven't even defined it in this criteria that he's looked through the MOU and other areas but, I would say that seven months, someone who falls well below the chronic absenteeism rate would be someone who would be improvement. However, with that said, they have developed measurement tools to assess how this program is meeting those needs. So we'll be looking at data such as that in order to be able to,

and they will a part of the MOU and it will be built into the program as far as making sure that we do have indicators to show that we're meeting those goals.

President Gomez referenced the second bullet that says students actively involved in learning and participating in their community and asked how are they participating in their community. Dr. Pérez responded that based on the meetings that he has had with LACOE on this, they are identifying that our students basically go to our schools, they live in our community and her impression in meeting with them, and as a matter of fact, she believes next Wednesday, there is a kickoff for this at LACOE, where we can bring some of these questions. Dr. Pérez added that this is very new for LACOE and when we first met with them about this, we were talking concept and the questions were, what if, what if, what if? And I said, whatever it is, whatever it becomes, I want it for our kids, because obviously this is a service that every district needs right now.

Dr. Pérez added that's the reason that we have a social workers in all of our schools now and we know that being able to have our parents that have access readily have access to the services is huge for our community. She thinks a lot of these things, LACOE is still evolving and creating and answering and she thinks this vision, that Dr. Duardo County Superintendent had, in working with the Board of Supervisors, this vision that she has to bring the services to the community so that parents don't have to go far to access them is something that is new. But one thing they have said is they will collect data and as long as they collect data and it looks like they are meeting a need, they will continue to fund it. They have committed to funding it every year. So that's why they are going to put a lot of that \$10 million also in collecting the data so that they could show the Board of Supervisors this is working. Look at the number of children that we are serving, the families that we are reaching and then they can get services every year, but this is so new for them. They are still working through that, but we told them whatever you need, we're there, because we want to have this, the service for our kids. Dr. Pérez added that she would be happy as we have the kickoff and get more meetings, give the Board an update report on that data that they're going to collect so the Board is aware of how many of families are being served.

President Gomez commented that it is a great program, and she wasn't saying nothing about the parameters and was just curious and what it meant by participating in their community. Dr. San Miguel shared that the good thing about it is that its built into the MOU and is a very clear statement about the outcome measure tools. So it's very clear as far as using a battery of assessments and screening tool to determine the collaboration. So they've really built the assessment piece into this program, which I think is pretty admirable.

Board Member Hansen asked if there will be folks from these agencies there on campus or is this for a resource center. Dr. San Miguel responded that he think it's one of the questions that were asked earlier and he didn't take note of it and he can answer those, but that it's actually twofold. It is a resource center that they will also bring services into that hub, so it's twofold. It's to provide our parents with a place that they can go to and get information concerning the various types of services that are out

in LA County. But it's also bringing some of those services into our community and having it be a hub for parents to go and get that particular service at Paramount High School.

Board Member Hansen asked if this will be open to all families in the district office. Dr. San Miguel responded that is correct. It's a hub. It's where we placed it, but it's for all parents, all students and parents in Paramount Unified School District.

Board Member Hansen asked if there's any cost to the family. Dr. San Miguel responded no cost and added that as he has been part of this, there's a lot of resources in LA County. It's connecting our parents to those resources that sometimes it's a little bit more difficult and he was blown away by exactly how many services, it's truly incredible. Now we have an opportunity to connect parents and students to those resources, and that's a big part of it and also bring those resources right into Paramount so that our parents and our students can be serviced here right here and they don't have to go to get this service.

Board Member De Leon asked how will we make those connections for the families to reach out because it was mentioned earlier that connecting that the resources are there and how will the district move forward. Dr. San Miguel replied that there's a couple things that are built into the MOU and one of them is that they're actually going to have an advisory committee including parents. Parents and community members are called upon to be part of this advisory committee. And this advisory committee will be used to both communicate out to our community and to hear from our community about what resources they want and need. So it's twofold and as the Board and if the Board and when the Board approves it, then as mentioned on our next steps, it's to create a communication plan that will go out to our community, to our schools, to our administrators, to our support staff, and make sure that that information is getting out to our stake holders.

Board Member De Leon asked how would we determine who would it be, who would take that role. Is it something like an application process or just the first person that says, I want to do that. How would we go about that.

Board Member Hansen asked if the County is forming the committee. Dr. San Miguel responded that one of the roles of the Community School Program Specialist is to develop and form an advisory committee. And so that's part of what the Los Angeles County Office of Education is doing in training this staff member as to how to make sure that they're going out and getting that community involvement, building that advisory committee and the steps to do so. There is training involved before they even come into our school district. Those that a community school program specialists onto how to make sure that they are bringing in and they're inclusive and they're bringing those community members in to help look at what services are needed and to make sure that communication is getting out.

Board Member Hansen commented that it sounds like once we look at the MOU that many of our questions will be answered. Dr. San Miguel read here that a strengthen and maintain a bridge between a school opportunities for shared leadership and trust. And that's can be done through the stakeholders group or a community school advisory board and it's built into the functions and the role of that one position that LACOE is



training for and that LACOE is helping to staff.

Board Member Hansen asked where on the campus or are they preparing a room. Dr. San Miguel shared that it is over in the administration building, right where the counselors are located and right where the social workers are. So if you come into the admin building, through the double doors where the parents come in or that big entryway, it's located right to the right he believes it used to be the health area and added that it's a really nice area and the beauty of it is that you have all your support services there together. You have your counselors, you will have these people if the board approves it and then you will have your social workers all working together as a team and that's a great asset for all of them. President Gomez added that at graduation, Dr. Perez, asked her if she wanted to go see the room and it is really nice and added that she is very excited about it and she thinks it'll be really great for us to have.

Board Member Hansen asked who would oversee the program from the district level. Dr. San Miguel responded that he believes it will come out of his office.

Dr. Pérez shared that about a year ago, at Progress Park we had a parent forum where we had our own teachers provided workshops to our parents and community. Kim shared with her earlier and we are going to work together to provide another forum for our families. There was babysitting and different, topics for parents not only of special education students, but all types of support or our families. Our teachers did a beautiful job of delivering the training themselves. So we are going to work on that so that we could provide that again for our community. Board Member Hansen commented that she is on the planning committee if she is needed.

President Gomez commented that since it was brought up a question about childcare and added that she knows that there's families that do want to come to these meetings, but that have families and they don't want to leave them with other providers and asked if we have or can we think about in the future somewhere where these kids could probably stay as the parents come to these meetings. She knows that the child will sit next to him, but then sometimes the child is anxious, wanting to go home or whatever, but the parent really wants to be involved. Is there anything we can look at the closed session room cause as we go on, she can see now parents are really wanting to get involved and as seen today, we have Special Ed parents and added that it was awesome to see more parents come out and be involved within their own community and have a say about their child's education. Dr. Pérez commented that she knows that when we have these trainings and workshops and when parents see that we offer babysitting services, they are very appreciative of that and we will continue to be committed to.

Board Member Hansen commented that in looking back on the videos, she was noticing and had a phone call from someone in the community, but she is noticing that we're not responding to the questions that people are asking us because we don't have addresses. We respond to some folks who will give us their address. She added that she would like to suggest that responses be prepared to the questions that are being asked and let our president respond back to them at the next Board meeting and make it

part of her report. She think it's important to let the folks know that some of the things that are being asked of us, we need to respond to them so that people don't just hear a question without hearing the answers and the president could respond back at the next meeting. Dr. Pérez asked if she meant the ones we don't have addresses to respond to. Board Member Hansen responded that actually for any of the questions because letters are sent out, but there's still not a response that we can give to the community so that they hear what the response is. The person who gave an address, he gets a response but the community doesn't hear it and she has had people asking her about that and was wondering if that could be something we could have.

President Gomez commented absolutely and Board Member De Leon added that it is a great idea, man. President Gomez commented that it is a fantastic idea and that is what happens, we, we do get, um, questions and, and, and suggestions from community members that do see this and then that's our job to bring it here and ask, you know, and that's a great, thank you very much. Um, the board member, Hanson, absolutely spot that. Absolutely appreciate you bringing that up to us. Dr. Pérez commented that the questions and answers will be prepared for our president to report out.

Board Member Hansen added that she has been going through the videos and she has a list of things that people have asked questions about and even though someone may have gotten a letter, it doesn't mean that we responded to the community with an answers and it would be nice if people would know what the response would have been. She will share the list and can be used to follow up on.

## **ADJOURNMENT**

Board Member Hansen moved, Board Member De Leon seconded, and the motion carried 4-0 to adjourn the Study Session meeting of the Board of Education held on August 28, 2019 at 7:51 p.m.

Ayes: 4 – Board Members De Leon, Hansen, Vice President Cuarenta,  
President Gomez

Absent: 1 – Board Member Garcia

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Ruth Pérez, Secretary  
To the Board of Education

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President

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Vice President/Clerk