

Wasco Union High School District
Board of Trustees
Special Board Meeting
District Office
July 11, 2017
11:30 a.m.
Adopted Minutes

A regular meeting of the Wasco Union High School District Board of Trustees was called to order at 11:30 a.m. by Clerk Patricia Sanchez.

Board Members Present

Mrs. Patricia Sanchez, Clerk
Mr. Joel Ackerknecht
Mr. Wayne Wallace

Board Members Absent

Mr. Juan Bernal, President
Mrs. Sharon Nicol

Administrators Present

Mrs. Lori Albrecht
Mr. Kevin Tallon
Mr. Martin Lonza

Classified Management Present

None

Secretary Present

Mrs. Gracie Saldaña

Visitors

None

Flag Salute

The flag was saluted.

II. Adopt Agenda

It was moved by Ackerknecht and it was seconded by Wallace to adopt the special agenda. Motion carried. Ayes: 3; Noes: 0; Absent 2 (Bernal, Nicol) Ackerknecht; Aye, Sanchez; Aye, Wallace; Aye

III. Public Comments

None

IV. Discussion and Action

1. It was moved by Ackerknecht and seconded by Wallace to approve the Consent Agenda. Motion carried. Ayes: 3; Noes: 0; Absent 2 (Bernal, Nicol) Ackerknecht; Aye, Sanchez; Aye, Wallace; Aye
 - a. Accept Letter of Resignation from Certificated Employee
 1. Andrew Bowman
 - b. Consider Approval of Certificated Employee(s)
 1. Josh Bocker, Independence High Teacher
 2. Jose Castro, Mathematics Teacher
 3. Mario Uresti, Coordinator of Special Education
 - c. Accept Letter of Resignation from Classified Employee
 1. Vanessa Ocampo, Instructional Assistant
 - d. Consider Approval of Classified Employee(s)
 1. Hailey Coyle, Instructional Assistant
 2. Christina Ramirez, Typist Clerk
 3. Samantha Saldana-Wymer, Instructional Assistant

Ackerknecht: I just want to comment. In the application for Mr. Bocker, just a side note, just an observation. There is a letter of recommendation from a current sitting board member. My personal feeling is that anybody that applies for a job that we approve should not have a letter of recommendation from a current board member because that could put undue persuasion on the other board members that may or may not be there. I am not saying that Sharon is trying to do that in this situation. I am just saying that from my perspective, I would not be writing a letter of recommendation for anybody applying for a job that I am going to be voting on. That is just my comment, he has more than 3 letters of recommendation, it's not like it's going to affect his application. As a board member it is not our responsibility or job to make recommendations to hires that I end up ultimately voting on.

Wallace; it could be construed at bias.

Ackerknecht: It could. And also may be unduly influencing some of you, it may be appropriate to comment during discussion on our personal experience. Now if he was applying in Shafter, okay absolutely. But here, it's just my observation. I know of him and heard good things about him too. I am not intending he should not be hired but just my observation.

Sanchez: I respect that, I had not thought of that.

Wallace: I did but I wasn't going to make a comment

Ackerknecht: I can do it because I know Sharon and I love Sharon. So it is nothing against Sharon, it's just my observation as our responsibilities as board members not making recommendations.

Wallace: I understand where you are coming from.

Sanchez: I had called Lori and had asked some questions because we have two very young applicants who are being proposed for instructional assistants. Some of my questions were we

had one that had left, and the fact that we are hiring two now. She explained that we have a student coming from TJ who is going to need one to one.

Ackerknecht: Is that the student with MS who is going to need additional assistance.

Sanchez: I also question the maturity of these young ladies, which I believe they are beautiful wonderful young ladies. But just because of some of the instances that have happened in the past with such young new hires, coaches, we know from some of our experience has really come back and bite us. I had to question her on this, we probably will be approving these but I did have to speak and say that because it has been an issue, a little more often as of late. But she did say they came highly recommended out all the ones that interviewed, they interviewed very well. Also looking at these position as Instructional Assistance for Special Ed, I think that's really going to mature people very quickly because those are very difficult jobs that not just anyone can do. So if you recommend them then I am going to respect your decision.

Wallace: I was wondering too what exactly is an instructional assistant?

Tallon: New Special Education Law requires that we give the least restrictive environment for all students including our special education students. What this requires for the most part is we give them the most access to core content that they can be given in a school day. The core content is they are in a regular algebra, math, English, science, social science classes. They are not in self-contained Special Ed. Classes. In order to give them that access and the most support we have for the last year been pushing in Special Education Teachers and Assistants into core classes and providing the support in those classes. Previously, they were in Special Education classes some of the time and Assistants would assist the Special Education Teachers. So we have changed that model over the course of the last six or seven years with the most recent change being the Assistants now pushed into the class. There are still Special Education Classes that do still exist for certain students when Individualized Education Plan require that. So it is really us responding to new legislation that requires us to have the most access to core classes.

Ackerknecht: Are the hires based on need on an annual basis, student need? Does that change every year? Are these annual employees more or less?

Tallon: It has not fluctuated in the last eight to ten years.

Albrecht: They become permanent. Just as a side note, EdSystems actually believes we need more instructional assistants to be successful with the push in model. They are not surplus, we could actually use more of.

Tallon: I would add, we had our year end Professional Development, where we brought in the regular education teacher, special education teacher and instructional assistants. We reviewed the year, outlined what worked well and archived that as our best practices. We also outlined what were our challenges. In the beginning of the year there was a lot of anxiety for all about what this would look like. But in this meeting there were really positive comments that were coming from the regular education teachers and how it allowed the teacher or assistant to work so closely in the classroom and understand exactly what they were helping them with. In the past they had

to reach out to the regular education teachers, ask questions and then try to help them in the isolation of another classroom. It was much more difficult so they were pleased to be able to help on site and throughout the course of the year got better and better.

Wallace: I taught Sp Ed for a year and it was very interesting to see how we helped the others. Even when I was here, they went to special education classes. So this will be more instant and that is great. This is a really good idea.

Tallon: We have a lot students who are identified as special education and are receiving all of their services out in the core classes. Their daily schedule wouldn't be any different than any other students. They are just receiving the special ed support in the classroom.

Sanchez: Are our special education numbers growing?

Tallon: Ours has not grown significantly in the last several years. I think they have been pretty steady. We actually had a slight drop because we were able to identify some students who were eligible to exit special education. We have around 115 of our student population.

Ackerknecht: Is the Coordinator of Special Education doing the evaluation?

Albrecht: Along with Mario and the other teachers.

Tallon: He will have a pretty big role in ensuring IEP is being followed properly.

Ackerknecht: What is IEP?

Tallon: Individualized Education Plan

Sanchez: IEP's are annual?

Tallon: IEP's are annual and tri-annual. The tri-annual is a more comprehensive assessment.

2. It was moved by Ackerknecht and seconded by Wallace to approve the Provisional Internship Permit: Mathematics for Jose Castro. Motion carried. Ayes: 3; Noes: 0; Absent 2 (Bernal, Nicol) Ackerknecht; Aye, Sanchez; Aye, Wallace; Aye
3. It was moved by Ackerknecht and seconded by Wallace to approve the Psychologist Services Agreement. Motion carried. Ayes: 3; Noes: 0; Absent 2 (Bernal, Nicol) Ackerknecht; Aye, Sanchez; Aye, Wallace; Aye

Wallace: This is going to be great.

Ackerknecht: Yes it is. I agree. This is awesome and a fantastic shift. I understand the responsibility of Mario encompasses a lot of different things that the school psychologist cannot do.

Tallon: Mario also has a background that allows us to explore offering more services that are currently being offered through the County. His expertise and background, can allow us down the road, to consider to taking back some of those services and that could be another positive element.

Ackerknecht: This is a good change.

Lonza: We had a temporary Psychologist for many years, we only had our full time psychologist for the last 10 years.

4. It was moved by Wallace and seconded by Ackerknecht to approve the Facilities Request. Motion carried. Ayes: 3; Noes: 0; Absent 2 (Bernal, Nicol) Ackerknecht; Aye, Sanchez; Aye, Wallace; Aye

V. Adjournment

It was moved by Ackerknecht and seconded by Sanchez to adjourn the meeting. Motion carried. Ayes: 3; Noes: 0; Absent 2 (Bernal, Nicol) Ackerknecht; Aye, Sanchez; Aye, Wallace; Aye

Meeting adjourned at 11:46 a.m.