

11/7/23:

1. **AAC Devices still not received:**
  - a. Nelson and other schools are still waiting for iPads.
  - b. Star King, still waiting for ipads-IEP has been out of compliance for AAC since the end of last school year. Wondering where the P.O. numbers are on the new orders?
  - c. Buffum is still waiting for ordered AAC devices. Were given “refurbished” in the interim without charging blocks or cords.
  
2. **COP Process: Many still wondering about changes:** (CCT does not have a criteria. It is an offer of FAPE that can include any student who can participate in an inclusive environment)
  - a. CCT at Lowell- Not notified of any changes in the COP process. Reports having a full caseload and reports kids should be in MM class. Parents denied COP so it’s stay put. Allowing parents to “choose”? Wonders why students who are low academically who don’t have behaviors are in CCT.
  - b. Discussion took place regarding the COP process. Many sites are wondering what to do. (Case managers were trained on COP process; a training for principals will take place on Jan. 12th; the COP brochure link is [here](#))
  
3. **Lack of Aide Support:** MM Teacher at Lowell, raises concerns over the lack of adult assistants. Has 17 students and has to share an aide with the RSP Teacher Has been teaching for 35 years and feels for the first time that she can’t do her job. Very challenging to run the class without the aide support. Feels the district needs to have more respect for the students and give them what they need. (This is a site issue)
  - a. \*Maddison- says the aides in gen ed can’t change diapers for the students in their classes who need them. Gen ed teachers are being sent to SDC for behavior issues and/or diaper needs. This is so wrong! Also complains about having 18 students and not enough aides support. Non-identified students should not be sent to special ed classes for any reason. The Gen ed classes have YMCA aides who don’t change diapers.
  - b. \*MS classes with 18 students and more than half of them have 1:1 aides, Says the environment is over stimulating for the students (based on IEP needs)
  
4. **Time for IEP Meetings:** RSP, from Nelson: adjusting to the new co teach model. Wondering if it’s okay to hold IEPs during the work day, current school procedure mandates IEPs during conference periods which is very challenging. Wondering how others are managing holding IEP meetings during conference time when that time is meant for planning and meeting with gen ed teachers. Teachers are not allowed to hold IEPs before or after school. Conference period is not a realistic timeframe for an IEP. Would like more structured time to create and hold IEPs.
  - a. Another commented the following: I've been told RSP teachers do not get subs. My site prefers for us to have IEP meetings after school. Students depart at 2:10pm so IEPs are scheduled from 2:15-3:15 pm. I am in elementary.  
\*\*wondering: Does the contract support advisory or IEP periods for planning/prep? (up to site principal)
  - b. RSP Teachers challenged with time to consult and plan with gen ed teachers and have time for IEP.
  - c. Jefferson: Teacher Conference period is during the lunch period. IEPs are held during this time. Had an Admin forget about a meeting, Gen ed teachers not showing up for meetings etc. due to the schedule (site issue)

5. **Co-Teach Model:** Teachers are still wondering how the collaboration with co teaching is working out. Co-teaching support needed in regards to aides, scheduling, technology etc. (so far so good)

6. **Concerns at Jefferson SDC and RSP-** included MM and RSP students and the teacher feels they are too “Low” academically. Lack of Aide Support. Has 15 SDC students doesn’t feel like the support is there.

7. **Speech and Language Caseload Concerns:** SLP raises concerns in regards to being required to do 40 hours of adjunct duty per year and staff training/meetings takes away from their regular jobs. Also note that SLPs do not get subs so if they miss it’s really hard.

a. Mann SLP wants to clarify caseload caps. Has 69 students on her caseload. Cannot possibly hold that many IEPs and reports. Not a sustainable caseload. Is still doing recess duty, getting pulled into SSTs and is running out of bandwidth. (Negotiations issue)

8. **Powell:** Kinderclass with behavior issues, teachers pushing to assess these kids when tier one and tier two interventions are being skipped. School Psychologists are getting pressured by teachers to do assessments when the students most likely won’t qualify. They are skipping interventions and attempting to qualify for SDC (site issue... sites must complete SST process)

9. **Special Education Continuum-** Many are wondering about the differences in program design:

a. \*MM TK-K-1 Teacher has a class with students who have behaviors, received help from behavior supervisor to help set up the class like “SUCSESS”- feels like the student who bites in her class should be in SUCSESS. Has another student who needs safety holds daily. Supposed to be an MM class but being told to set it up like SUCSESS to address the behaviors. Adding 1:1 aides doesn’t necessarily help

b.\*SUCSESS teacher for 10 years reports that people are confused on what the different types of programs are. Reports that SUCSESS is made up of MM and MS students. Received 3 students last school year from general education setting. Teachers are sending students to SUCSESS with wildly inappropriate goals indicating that the teachers don’t understand the program and what program they are sending the kids to. SUCSESS is not a dumping ground for behaviors.

C. \*Teachers are wondering what the different programs are, what are they working on? Feels like the left hand doesn’t talk to the right. (OSSS will address via discussions with principals and department heads)

10.\*MM SDC Teacher and Franklin Middle School: Wonders how long can an IEP be reconvened before the district steps in? Aides are needed at Franklin, they were sharing one aide between 3 classrooms. When an MS aide calls out, the shared MM aide gets swapped to MS class. Teachers are gonna burn out. (IEPs can reconvene whenever needed)

11. **We Need Help:** Many feel like there should be a clerical staff to schedule IEPs, get documents translated, schedule translation services etc. (sites must address this issue)

#### Notes from 12/5/23:

1. **Conference Period/IEP Time:**Gen Ed Push in-has a rigid daily schedule, told to hold IEP’s during conference periods. Not able to pull students out for assessments and told to use conference period to assess. Conference periods are for staff meetings and once a week push in. Being told that services written in IEPs have to be delivered in the gen ed setting classroom. Must be in the classroom for the entire period. Would like clarity on what and when can services (IEPs etc) be delivered. (need more information)

2. **RSP Caseload Concerns:** Longfellow RSP Teacher. Attended Sonday Systems training. Is being told she will have additional students from the intervention group (names submitted through TOSAs)- has had additional students added to SONDAY. Questions regarding ed code caseload of 28, this teacher has additional teachers on Sonday? Is being told that she can have additional students (without IEPs) through this SONDAY program (these students have 504). Has 40 total. Curriculum leader said that they can increase caseloads with SONDEY students. **(An RSP teacher cannot have a caseload exceeding 28 students, absent a waiver. (Ed. Code §56362(c).) “Caseload” includes, but is not limited to, all students for whom the RSP teacher performs any of the instruction and services described above. (Ed. Code § 56362.1.) Significantly, the statute limits caseload, not teaching load, and it is our opinion that providing instruction to a special education student alone is not sufficient for that student to appear on the RSP teacher’s caseload. That said, an RSP teacher may have caseload of students in addition to delivering SAI to other students through coordinated push-in services or in co-taught classes.) JANUARY TRAINING.**

- a. \*RSP Itinerant Maddison has same concern
- b. \*RSP at Newcomb, has 32 with IEPs and hears that more may come through SONDAY.
- c. \*All wondering what protections are in place to protect 28 students and how are they allowing additional students? Teachers report that many students with 504s etc and the SONDAY kids are told to go to the RSP . Overwhelming for the RSP Teacher.
- d. \*RSP Oropeza: concerns with numbers of students on caseloads with various degrees of service time. Wondering how service time factors into caseload numbers.
- e. Middle school RSP Robinson- does both push in and pull out. When she pushes in, she ends up supporting ELD students without IEPs, has a student from India without English- struggles that she can’t help her and she’s not on her caseload.
- f. \*Wondering how to track service minutes for RSP. Asking how other RSP teachers track service hours. Some suggestions are to keep attendance log. Others have students sign in and out. Others track hours on a calendar. Another suggestion is to track services in synergy-a button on the portfolio that says “group services”- wondering if this is an active button? \*Middle school RSP is push in only and is 55 minutes daily in the classroom.
- g. Garfield: - my longtime aide left the district 2 school years ago and though there is a vacancy, SPED hasn't filled it! My principal has graciously used site funds to get a sub, but throughout the year, people come and go. I was lucky enough to find someone who stayed from Jan-June. The issue with this is that SPED is looking at the NUMBER of students on my caseload vs NUMBER of minutes. Some of my students receive 75-90 minutes a day! A question I've received from SPED is "if they need that much, why aren't you considering a COP?" Personally, if the student can hang in gen ed but just needs slightly more RSP time, then I'd rather that because it is LEAST RESTRICTIVE. **(Services, minutes and placements needed to be reviewed)**

3. **More on SONDAY:** From Garfield: I did really appreciate the SONDAY training we received at the beginning of this school year. I've been using it with my students and so far, iReady scores in ELA have gone up. It would have been nice though, if the district purchased the books/text/decodables that go with each lesson/sound. I am having to

find my own passages so students can apply what they've learned but it doesn't match exactly. Is that a possibility for next year? (This is a question for OCIPD)

4. **SPED Changes:** At the beginning of the school year and throughout the year, trainings occurs. How about at the beginning of the school year, we have a SPED training? That focuses on new procedures/processes, new people? I feel that many times the forms, procedures, referral processes change and the ONLY way I find out is when I submit the OLD way and am told, "oh you didn't do it right." But no one told me! Like at least one day should be dedicated to housekeeping stuff. or reminders of new COP process, things like that. (Thank you for your input; GREAT IDEA; we are working to make some positive revisions for next year)
5. **Mandatory Minutes Form:** From Garfield: TALB Mandatory Minutes Form - this has been the biggest headache! I've emailed TALB in the past about this. The current process is that I fill out the online form, email to my principal, she has to sign it and email to Barbara Palafox. While my principal never gives me a hard time, she doesn't remember/have time to sign and email. I hold an average of 3-6 IEPs a month! I also attend staff and leadership meetings. I easily go over 4 hours EVERY MONTH. Yet, I've barely been paid for them. It's awkward to have to remind your principal 2-3x to sign the form and after the 3<sup>rd</sup> time I just stop. I was never paid for last May 2023 and I had 4 hours of overtime! I spend SO MUCH of my own time just writing IEPs, filing all the paperwork (trans forms, etc.), I think it's fair that I get paid for them. Is there some other system? Can we use Daily Time Capture? (this is a mandated TALB form; it is only for holding IEP meetings over 4 hours identified in the TALB contract)\*Principal must sign
6. **SET Participation for initial IEP teams:** RSP Teacher is wondering who will serve as special education teacher for initial IEPs. School Psychs ask RSP teachers but they are over their caseloads.
  - a. \*RSP teachers wonder what coverages are available for initial IEPs when they are all over their caseloads. Wondering what resolutions or plans are in place. (we will review numbers)
7. **Avalon:** Avalon teachers prek-k SDC and RSP k-5. District wants to cut a teacher because numbers are low, however they teach such a wide range of students. It's tough to take teachers away. (the site is overstaffed)
  - a. Teachers do not have credentials to teach some of the students they are receiving. Ex: MM teacher is expected to teach MS students for 2 hours daily. Wondering what Ed code says about teaching both pull out RSP and SDC. Wondering how to schedule the students so wondering about ed code restrictions. Has one 4 year old preschool with a CCT IEP, and feels like she should be in the gen ed class but has scheduling constraints and cannot get there. (Received directives from Erica Serabia and other visiting TOSAs for schedules but feels that they are not realistic based on IEP constraints).
  - b. \*Avalon Middle and High School RSP Teachers teaching all grade levels. Wondering how appropriate that is.
  - c.
8. **Co-Teaching:** High School RSP Co teaching model- 26 students with IEPs and also supports the gen ed students. Feels like there should be some guidelines on caseload caps. Feels like the current MOU was put into place without proper support.

- a. \*Co-Teachers still need computers. Poly still does not have computers that were supposedly ordered. (Computers were ordered after the MOU was approved by the Board. Computers should be delivered soon) Jan. 9th they are coming! See Flyer.
9. **RSP IA Support:** RSP IAs pulled to other classes. Would like clarification on the IA specials and RSP. AT poly 8-10 teachers share one aide who is allocated to the testing center. (site issue)
10. **SUCSESS IPADS:** Can we get updated ipads with communication apps installed? Our ipads are so old they do not turn on.
11. **Buffum:** Laminator/laminate/AAC support needed. The laminator has been broken this entire school year. Teachers and SLPs have been using their own money to purchase small laminators and laminate to create low-tech AAC. Its too expensive and we are not getting reimbursed. Please help.
12. \*MM TK-K Signal Hill- has a class full of 1:1 aides. Wondering what protections are in place to protect the students who have severe behaviors. This teacher says she doesn't have the credential to teach students with severe behaviors. Had a student run off campus into an apartment building. Teacher feels stressed. She says her class is not MM- she has 12 1:1s in her class. (We have provided guidance to the teacher and principal)
13. **APEX:** In closing .... the million dollar and burning question ....concerning ALL APEX ALL THE TIME 24/7 AT REID .... with NO accommodations and/or modifications.
  - a. All students are expected to produce 70% mastery of all work, quizzes and tests ..... across the board in every single course: math, language arts, science, history, art and P.E and all electives.
  - b. Needless to say ... the faculty team is beside itself .... and that's primarily in addressing the needs of the general education students.
  - c. Would you know of a sped ed colleague that has authored accommodations specific to Apex?
  - d. Does my concern ...specific to accommodations/modifications for student with learning disabilities..... under the umbrella off all instruction "chained" to Apex .... warrant my contacting our curriculum leader, Ms. Lascar?
  - e. is it a "standard" play/ploy that an IEP team would move a Rsp student to ED ... solely for the purposes that it would allow that student to attend ESY?  
[Currently working with OCIPD to help students with disabilities.](#)  
[Miruna Lascar and David Klein for additional support in the interim of changes.](#)

# Co-Teacher Laptop Check out

## OFFICE OF SCHOOL SUPPORT SERVICES

Please join us for laptop distribution for Co-teachers.

## Dates

Tues, Jan 9th 10-4pm  
Thurs, Jan 18th 2-4pm

## ROOM 143

- Come directly across the parking structure, the door will be open!
- Allow 15-20 min. for the checkout process.

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