

SPED Task Force Q & A for Tuesday, April 16, 2024

1. Behavior continues to be a concern, especially within the SDC classroom.
  - Who documents injuries and on what specific form? [Injury report that the nurse provides. \(Can we create a form in Synergy?\)](#)
  - Who is the form turned into? Not uniform across the district
  - Is there a separate form if a student has hurt multiple adults?(more than 3 adults taking workman's comp leave) Themselves? [Risk Management provides worker's comp forms.](#)  
*\*Synergy as a possible place to collect restraint/injury information. Who will input the information (case carrier? Principal?)*
2. Cleveland Elementary: MS program combo 3/4/5th grade; 15 students, 10 have 1:1, 8 different agencies. Classrooms are not large enough to comfortably fit this number of adults and students during a class period. Suggestions?
  - teacher has been physically injured multiple times, despite students(s) having a 1:1.
  - Example for smaller class size: SUCSESS capped @ 10 students with 1 company  
*\*Individual school sites should communicate their specific needs to the district*
3. Avalon- Is there a district job description for SPED Dept Head? Push back from teacher when DH trying to support them "making sure IEPs are finalized in an efficient manner, helping to brainstorm services for students"
  - \*OCIPD should have job descriptions. Can reach out to Courtney Zebrowski? Also encouraged to reachout to the school principal about specifics.*
4. Burbank Resource: Regarding Making up Service time for RSP students.

Why are we being asked to make up service time with students when the district is sending us to training and not providing a sub?

Is this legal?

Training guidance to RSP teachers is to evaluate SAI minute demands and schedule SAI minutes appropriately to allow for a one or two day training commitment off site. If caseload is large without the ability to accommodate a shift in SAI minutes then teachers should consult with OCIPD Special Education office regarding their SAI minute scheduling and can request a substitute once approved by OCIPD from OSSS. Teachers should consult with OCIPD prior to training date if they are struggling to schedule their SAI minute service delivery in advance to accommodate attending training.
5. Buffum TLC: Wondering if we are able to have a Grade Level Lead at our school site. [Erin: Check in with ERS](#)

From school psychologists:

SP Task Force 4/11/24 (6 of us at 4:30-5:15pm via Zoom)

1. POSA job description – remain different from our job duties, like TOSA – when \$ stops will we take on their role as well?! **No. If a TOSA or POSA position is abolished, staff returns back to a classroom or psychologist position.**
2. Psychs as part of the MTSS team-pretty sure they will be part of the team
3. 1/3 of psychs stay in temp status (about 23) too long; need due process & fairness to get to permanent status (like other jobs). **HRS is the holder of this information.**
4. Need more transparency of news regarding sped (RSP/MM coteaching at all middle schools – inclusion & staff changes – we are last to know; in other districts the behaviors escalated (need adequate planning/support) – we need to be in the loop! **Communication comes from the principal, as they decide on co-teaching at the secondary levels. OCIPD can support with training**
5. CCT vs MM at elem – some students not matching CCT profile & more sped than GE – should be 1/3 sped and 2/3 gen-ed; CCT in prek vs. Buffum SDC; transition from prek to kinder & sometimes older elem kids going from MM or ED to CCT; Tonika Goodall COP SEA only elem, Laura Brown for middle,
6. District using iReady data for COP?!! – we STILL need a clear picture for COP methods - **can you provide clarity on this question? iReady is one diagnostic tool to measure aspects of academic progress and should not be used definitely to determine COP justification. It should inform educational programs of appropriate interventions within current placement.**
7. We need language in our contract regarding our time on campus (want similar to teachers, SLP, Nurses); need language similar to other districts – our hours! We often take work home & no. **This would be a negotiated item.**
8. How psychs get support if we have issues? Request help form online – go to TALB website & can get an immediate response/follow-ups; may be preferable to contacting the site-rep at our site. **What type of issues specifically? Please clarify. Start with lead Psychs**
9. Let's schedule another time to meet with Gerry; May 8th psych mtg canceled
10. May 2nd 4:30 zoom – we would like Gerry to attend mtg with us

3/7/24 (3 of us at 4:30-5:15pm via Zoom)

1. Need to get the School Psych Job Description finalized; team last met on 10/30/23 – next meeting on 4/18/24: **Please continue to work with ERS.**
2. SPs need access to the “Summary of Allocations for Psychologists” which was sent out to admin staff on 2/28/24 – it shows the amount of SP time per site for coming SY – need more transparency!
3. Need to add SP to student ratio to contract (as other unions have); add a MOU... how to get this addressed by the bargaining committee?
4. Need to get our newest psych (who are great!) hired on as permanent; about 1/3 of psychs are still on special contract
5. Next staff meeting at old Monroe office 3/22/24 (8-noon); can Gerry join us at noon; ended early & Gerry couldn't be there at 10:30
6. Survey for new contract – expanding bargaining team
7. Next TALB Psych mtg on 4/11/24 at 4:30 (zoom)