

i\*Concerns Still with Special Education **Multi-level Grade Levels:**

- Grant: 3,4,5 Mild Moderate  
Grant TK-1, 2-3, 4-5
- Cubberly: 2,3,4, Mild-Moderate ( teacher is being asked to do the toileting) OSSS will follow-up to look into it. It should be the IA specials ( agency and LABUSD)  
-The plan is only to separate the Tk-K-1 \*Will follow up with Cubberly

\***Aide Support:** Would like the district to follow up with:

- RSP Mckinley, RSP Muir, do not have aide support at all.  
13, 9, 2  
3 teachers  
Not full caseloads
- RSP, Poly High School, no aide support  
Poly has 35 spots available
- Aide Support: Agency Aides ARE NOT Trained! If aides are contracted, shouldn't they come with training? OSSS will follow-up to determine what training is required from our agencies and discuss what the specific concerns are.
- The district has reported they will provide training for staff, When can we expect this training? Report problems with contracted staff (late, calling out, lack of training etc.)
- Reported that some district BIAs have been given "manager" roles without pay increase to assist with FBAs etc.  
BIAs do not assess
- Agency aides are way lower quality than district aides. This includes BIAs and IAs  
\*District is hiring both BIA and IAs
- **Riley Elementary: There is one TK aide splitting their time between 3 different classrooms.(added Wed 12-18, 3:20pm)what other adult support is available in the TK classrooms? Aides are placed according to need.**

\***Inclusion-** Hughes Middle School: Hughes reports that they had to hold amendment meetings for ALL incoming students who had SDC on their IEPs. The parents were blindsided thinking their students would be in a self contained class but are actually in an inclusionary general education classroom. Teachers feel like the students are being dumped into classrooms and left without proper support. A Teacher has GATE students in the same class with students with IEPs and is told they just need to "differentiate" better. \*Can call Melissa Stark for additional support and also the Special Education Administrator. If the sub Special Education Teacher is not supporting the GATE teacher, please let admin know. OSSS will ask Carrie Deleon (Special Ed Admininistrator-OSSS) to follow-up.

-Cabrillo high school has inclusion for pathway elective course.If SPED is an inclusion teacher in a classroom out of their content area, they collaborate with lesson planning but are a support in the classroom

-SPED dept at Cabrillo has not met once for the entire school year. OSSS Elmer Manzanares will follow-up with Cabrillo Admin.

\*OCIPD will be holding an optional training for inclusion and co-teaching in February. Information for this training is in the OCIPS newsletter.

### Special Education & Inclusion Newsletter

\***NCI Training:** Is this a requirement? Some teachers are being told it is mandatory.

NCI training is **not** mandatory, but it is highly encouraged for staff and student safety. The priority for NCI is to de-escalate. Holds are a last resort. \*Principals can request a site training. \*Find the schedule for training on the MyPD website

\*Emerson **CCT:** Update created a slide show about their program. Attempted to get on the board agenda and was denied. D.Craighead visited and noted that CCT does look different from when it was piloted meaning that it does not look as clean and effective.

- Emmerson is requesting the CCT classes be balanced (gen ed/special ed ratios.) The students in the other classes are left with a very wide range of abilities including students with RSP and GATE etc. \*Class opened at Herrera that's now full to assist with balancing the CCT. Some teachers opted to keep students who were slated to move to Herrera. All "unbalanced" CCT classes were given additional adult support who remained in place.

\*Macarthur **CCT:** Sped Teacher is out on leave leaving a long Term Sub. The question is who writes the IEPs? \*OCIPD has been out to provide support. LTS is able to write IEPs and can request additional support if needed. Goal is to provide the support that is needed.

\***Safety conditions** in classrooms specifically in self contained MM and MS special Day classes. Lakewood has 3 teachers who are on administrative leave due to child abuse allegations when they claim they were using NCI strategies. Aides are leaving on workers comp due to injury etc. Teachers are left alone in classrooms who are being "assaulted" by students. The teachers report to the Admin team and nothing is done. Students and Adults are being injured due to inappropriate adult to student ratios. These teachers who are victims of student aggression typically do not report or file police reports etc. \*District recommends that individual teachers reach out to their administrative team for additional support systems.

\***Teacher Burn Out** Millikan HS: teachers who experience student violence are reporting that they are not supported by the Admin team. Students are not removed from classes due to aggression. Teachers and counselors have left on leave for various reasons all associated with special education needs. Teachers do not feel supported with co-teaching and student behaviors. Teacher burnout is a very Real Thing.

**Alternate Diploma**(replaces certificate)-for current 9th graders?

-Where can we find information on the Alternate Diploma?

<https://www.cde.ca.gov/sp/se/lr/om082523.asp>

-are current 10th through 12th eligible to switch to the Alternate Diploma path?

OSSS will follow-up to get more information on this.