

District meeting with SPED Task Force: Thur Feb 20, 2025 attendees:

Dr. Claudia Sosa-Valderrama, Erica Sarabia, Lushandra Prioleau, Steve Rockenback, Rachel Baraona, Barbara Cunningham SLP, Bernice Banares

Date: 1/23/25 SPED Task Force meeting with teachers/2 new items at the bottom in green

Board Member Benitez reports top 3 concerns are special education related issues reported from staff and parents. Reports lack of resources for the teams to support the students.

### **Mixed Grade Levels:**

Cubberly: Teacher is Mr. Carungcong's M/M class reported to be 3 grade levels (2,3,4)

-Eric Carungcong has 3 -2nd grade students in his class. We have provided IA support for this class. 3 IAs were placed in his class. 2 IAs were classroom support and 1 is serving as a 1:1 aide. One IA went back out on Active Duty with the National Guard. (This past Friday was her last day 2/14)

Special Education Administrator will work with the site to provide support where needed  
-We are currently collaborating with a new district representative who is working with our office to stabilize and balance the number of students per grade level throughout the district, ensuring caseloads are evenly distributed.

### **Aide Training Support Needs:**

- Agency aides: inconsistent attendance, not equipped for grade level and/or population they serve, also not enough aide support.

-For agency aides with attendance concerns, please notify Lauren Bouwman as soon as possible so appropriate follow-up actions can be taken.

-All aides, both District-hired and Agency-provided, receive basic training and must pass a skills competency assessment before placement.

-Teachers play a crucial role in supporting and guiding aides to ensure they can effectively contribute to the classroom environment and meet student needs. If additional training or support is needed, please reach out to your SEAA to explore options.

\*Working on streamlining the NCI training from various agencies.

- Hey Tutor Supervisors work remote and are not able to come to school sites to respond to urgent situations. When the district supervisors are then called on, they are hands off.

-School sites should not contact Hey Tutor or Stepping Stones directly. If there is a concern or a need for a site visit, please reach out to Lauren Bouwman to coordinate support.

-We are actively working to improve communication and responsiveness with these agencies to ensure timely support when needed.

- Agency aides are disconnected and unreliable.

-We understand the challenges that can come with agency aides and are working to ensure better consistency. If you have specific concerns about an individual aide, please document and report to Lauren Bouwman so she can address issues directly with the agency.

-Ongoing communication and collaboration at the site level can also help foster a stronger connection between aides and school teams.

- Aides need to be professional-not on phone, not go on break when a student is having a behavior challenge/needs support

Professionalism is an expectation for all staff supporting students. If aides are engaging in unprofessional behavior, please address it at the site level and reinforce expectations. Site teams should continue to have open conversations with all staff, including aides, regarding professionalism and responsibilities.

- Outstanding concerns can be directed to: IA Specials: Lauren Bouman, BIA's: Dennis Swenningson

### **Concerns**

- Over students and correct placements

Our Special Education administrators are working with teams to determine appropriate placements for students. Stay-Put cases are handled differently, and we are collaborating with our attorney, Meagan Kinsey, to ensure we can work effectively with the families.

- Parents report frustration in lack of responses from teachers and other team members, also concerns with student plans not in alignment with goals.

This is a site-specific concern. You will need to speak with your case carrier and request a meeting to discuss your concerns.

- Lack of or no response from the district office.

Our office administrators have 48 hours to respond. If you haven't received a response within that time frame, please follow up with an email and CC Erica Sarabia and Dr. Lushandra Prioleau

- Student Safety concerns mostly behavioral

We are aware of the behaviors occurring throughout the district and are currently working with site staff to support the needs of both students and staff. We have RBTs and an MTBIS team in place to provide support at the sites. Additionally, we have Wellness Centers and Family Resource Centers at the sites that can offer immediate support. Our office is also working on providing professional development for behavior management and strategies for all staff members.

-More information to come

- Not enough aides and quality of aides

We have a District allotment for all programs. Most of our programs are over staffed (Some classrooms have more staff than students)

- Teachers still confused about district “chain of command” and the duties of district administrators-where can we find this list/information/contact information?

<https://www.lbschools.net/departments/special-education/home>  
[Special Education Staff Assignments by School](#)

**Misplaced Students:** IEP teams are struggling to determine placement because they are not sure what other programs are working on. Also report frustrations when district admin veto IEP team decisions.

Our Special Education administrators are working with teams to determine appropriate placements for students. Stay-Put cases are handled differently, and we are collaborating with our attorney, Meagan Kinsey, to ensure we can work effectively with the families.

- Concern with students who are in CCT Classrooms who are aging up into inclusion and teachers report the students would be better served in special day class. Wondering if there can be a point system or some sort of criteria for students in inclusion programs.

Change of Placement is a team decision. Special Education administrators support teams by collaborating and providing strategies from an external perspective, looking at the data. Their role is to offer strategies and interventions before considering moving students to a more restrictive environment.

- Suggestion is that students in CCT should only be 1 to 2 grade levels below and no more because at that point there are too many other issues.

Inclusion for students is expected to happen for all students with IEPs

- **Individuals with Disabilities Education Act, Least Restrictive Environment:** 34 C.F.R. 300.114: A student is to be educated, to the maximum extent appropriate, with children who are non-disabled.

- **State Indicator:** 5a measures the percent of students with disabilities, ages

6–22 and 5–year-olds in kindergarten/transitional kindergarten (TK), served inside the regular classroom for 80% or more of the day.

- **State Indicator Target:** California State Performance Plan established the targets for 2025 70% of students with IEPs will be in regular classes 80% or more of their day.

- **Vision 2035 Graduate Portrait:** Students view diversities as assets to our inclusive community, understand the historical roots of racial and cultural biases that have led to institutional practices of oppression and

know how to act in ways that promote equity and inclusion.

- Hughes middle school is struggling with inclusion for all 4 subjects. Science and Social Studies inclusion teachers are not trained like the English and Math and the teacher pairs are not working out.

**Hughes Middle School is working closely with OCIPD (Office of Curriculum and Instruction)**

	A	B	C	D	E	F
1	Site	Teacher/Group	Date	Materials	Coach	Time
2	Hughes	Salgado/Lockshaw Observation	9/16		Courtney	9:00-10:00
3	Hughes	Education Specialist PL	9/18	<a href="#">Slides</a>	Courtney	8:00-12:00
4	Hughes	Salgado/Lockshaw	9/20	<a href="#">Notes</a>	Courtney	12:45-1:45
5	Hughes	Resnick CCS	9/26	<a href="#">Notes</a>	Melissa	3:00-4:30
6	Hughes	Resnick IEP	10/1	<a href="#">Notes</a>	Courtney	9:30-10:30
7	Hughes	ELA Teachers	10/2	<a href="#">Slides</a>	Courtney	8:00-12:00
8	Hughes	Resnick CCS	10/6	<a href="#">Notes</a>	Melissa	1:40-2:40
9	Hughes	Math Teachers	10/14	<a href="#">Slides</a>	Courtney	8:00-12:00
10	Hughes	Salgado/Lockshaw	10/10	<a href="#">Notes</a>	Courtney	12:45-1:45
11	Hughes	Clint/Scoggins	10/16		Courtney	12:50-1:45
12	Hughes	Brian Kristich- Sci/His	10/16	<a href="#">Notes</a>	Courtney	10:00-11:00
13	Hughes	Sci-His Dept Meeting	10/17	<a href="#">Slides</a>	Courtney	3:00-4:00
14	Hughes	Pupil Free Planning	10/16	<a href="#">Notes</a>	Courtney	11:00-12:45
15	Hughes	Intervention Walkthrough	11/6	<a href="#">Notes</a>	Melissa	1:40-2:40
16	Hughes	Eric Perez	11/6	<a href="#">Notes</a>	Jessica	12:30-2:00
17	Hughes	Parent Night	11/14	<a href="#">Slides</a>	Courtney	6:00-7:00
18	Hughes	Shaela Rojas-CCS Support	12/3	<a href="#">Notes</a>	Jessica	7:40-9:00
19	Hughes	Tiffany Lockshaw	12/11	<a href="#">Notes</a>	Jessica	12:50-1:50
20	Hughes	Ed. Spec Dept. Meeting	12/12	<a href="#">Notes</a>	Jessica	3:00-4:00
21	Hughes	Meeting with Principal	12/18	<a href="#">Notes</a>	Jessica	8:30-9:30
22	Hughes	Shaela Rojas-CCS Support	1/14	<a href="#">Notes</a>	Jessica	7:40-9:00
23	Hughes	CCS Training-Canceled	1/17	<a href="#">Slides</a>	Jessica/Courtney	8:00-12:00
24	Hughes	Tiffany Lockshaw-Canceled	1/22	<a href="#">Notes</a>	Jessica	N/A
25	Hughes	Co-Teaching Training	2/13	<a href="#">Slides</a>	Jessica/Courtney	8:00-2:40
26	Hughes	CCS Training	2/19	<a href="#">Slides</a>	Jessica/Courtney	8:00-12:00

- Middle school teachers having to hold amendments to change the service pages to reflect gen ed with push in or pull out for incoming students from elementary schools at the start of the school year due to SDC being eliminated and SDC teachers not being informed. The disconnect is large between elementary and middle school. Parents were not told they would be in gen ed classes and had to transition between classes alone etc. Should have been a PWN for all those 6th graders. Teachers upset and feel the students and families are blind sighted.

Our office has collaborated with OCIPD to create a transition "cheat sheet" that will be provided to all elementary case carriers. xThis sheet will outline the services offered at the middle school level.

- What middle schools have MM classes? 4th/5th MM teachers need this information for parents so that they can make informed transition decisions for middle school. Is it a transition to MS or is it inclusion? What are the options and how can we get this information to the IEP teams and families? Will the district website be updated for next year's SDC sites for the March 1st middle school choice fair?

We are working on updating the list of programs at all schools. It will be made available on the website in February.

- We are in need of **transition meetings!** From pre-K to Elementary to Middle School to High School and beyond. [Working on coordinating that with level offices](#)
- We need district transparency on what programs are set at each school. [That has been provided to principles and the brochure is currently being updated. It is usually posted on our webpage. <https://www.lbschools.net/departments/special-education/about/maps>](#)
- Special Education Teachers are burned out, super tired and are getting hurt and otherwise injured/stressed

[Please have teachers work directly with their site administrator. If a staff member has been injured, an incident report needs to be completed. These forms can be requested at the site through the office manager](#)

- The schools have middle school tour days for the elementary schools and when they do, it is reported that the SDC students are left in the quad with no agenda, clearly not planned for.

[We would need to know the specific school to provide support. This is also a site-specific concern. Please have the teacher reach out to the site administrator, and we can collaborate with the site to provide strategies and suggestions for what students can do during this time.](#)

### **Inclusive Teaching**

- Not going as well as district claims at all sites, especially new sites; not being implemented with fidelity. [Additional PD and collaboration opportunities and support planned for 25-26.](#)
- Goal: to increase students in LRE settings. [Yes. Benefits for Students with IEPs:](#)
  - [Social Interaction, Increased Engagement, Access to a Richer Curriculum, Modeling of Appropriate Behaviors, Higher Academic Expectations, Improved Communication Skills, Sense of Belonging, Holistic Development, Preparation for Future Environments, Collaboration Skills](#)
  - [Benefits for General Ed Role models: Increased Empathy and Understanding, Improved Social Skills, Enhanced Academic Skills, Greater Patience and Flexibility, Stronger Classroom Community, Development of Leadership Skills, Awareness of Individual Differences, Preparation for a Diverse World, Improved Behavioral Skills](#)
  - [Benefits for teachers: Teachers: Shared Expertise, Collaborative Planning, Professional Growth, Increased Support, Diverse Instructional Strategies, Better Student Outcomes, Enhanced Classroom Management, Stronger Relationships with Students, Increased Flexibility, Greater Job Satisfaction, Shared Responsibility for Student Success, the fulfillment of working with diverse learners](#)
  - [The “how” it’s rolled out is in question. The students have challenges that are beyond the scope of what teachers can provide.](#)
- Lincoln Elementary parents are reporting that they are going to pull their students from the CCT programs due to how the model of inclusion is being implemented.

- Example: one school has 7 students with IEPs and the CCT class is going great, another teacher on the same campus has 14 IEPs in one CCT class and its been a challenge.

There are no CCT classes with more than 10 students with IEPs

#### Translated Documents:

- Synergy translation service glitches. [Is this something that has been reported to Synergy Support/ Help Desk?](#)
- Speech reports and Interdisciplinary assessments etc are not translated and if submitted take over one year to translate. [Translation typically takes 30 days but not more than 60 days. If any are taking longer please reach out to Barbara Palafox, OSSS Executive Secretary x8633](#)

**Added Feb 8, 2025**

#### SLP Concerns:

- Bryant SLP has a caseload of 70 students, over 50 of which are in Special Education. The SLP is requesting training and support with using AAC

The Program Specialist met with SLP back in December, in which she let her know that she wanted a caseload below 45 and she did not want to do any AAC assessments or training. Her current portfolio shows 60 students with IEPs. She has SLPA 3 days a week.

-At the last staff meeting the entire staff participated in AAC training focusing on assessments. Further training will also be given at the next staff meeting.

-Working with AAC devices is within every SLPs scope of practice. At the beginning of this year, an email was sent by the AAC department that AAC parent training would be the responsibility of the school site SLP.

-The program specialist is available to meet with the SLP

**Added Feb 18, 2025**

- Harte RSP is asking for a Calming Room-RSP student has damaged/torn apart RSP classroom twice this school year; calming room would provide a space for de-escalation and prevent classroom damage. [\\*Site Administrator decision. Can reach out to the Special Ed Administrator and/or School Psychologist for additional support.](#)

#### SLP Concerns: [Jessica McAfee](#)

- AAC set up of devices. [Derrick Walker will be working with sites on this.](#)
- Alvarado: Caseload of 80 students
- Tincher: caseload of over 70 students
- Elementary students provide services MTSS for students without IEPs impacts caseloads
- SLPs who provide services for students on elementary campus that include pre-k students who have a different caseload caps

- SLPs report no money for supplies: ie: boom cards, materials, TPT etc. New SLPs get 250.00 also all SLPs get 500.00 towards PD. SLPs can also ask SDM
- Overdue AAC device at Kettering