

CUTA Consultation Special Education Subcommittee Meeting Agenda
January 25, 2017

1. Consideration of Staff Training when Creating Assignments
 - a. Problems with assignments/training, etc. - Used Jefferson as an example (ELL, CPS, etc) time with psych time was taken away was 2.5 days and now 2 days. Kathy Nichols requested more consideration to be taken into the background of the psych when placing them (autism, Spanish speaking, etc) versus just placing just based on numbers versus strength driven. Rick Grove reported that the challenge from a staffing side is in using a formula it works best before the beginning of the year versus after it starts. Tim Evanson noted that the district didn't cut psych's last year after FCMAT, despite the results. Just reallocated based on staff numbers, if we aren't meeting the minutes at a site then he need to meet with the principals to figure out how to fix this. Kari Neislon expressed concerns that IEP's cannot be met based on decreased services.
2. Communication between DO and staff
 - a. Emails not being responded to; Staff not being responded to in a timely manner on time sensitive issues; Parents not being responded to by program specialists in a timely manner or at all - Rob Nye would like specifics of who has not been responded to and for how long. "We want to know when we are dropping the ball" **CUTA Special Ed members, please contact Kathy Nichols if you have examples of this happening.**
 - b. Students returning from NPS, needs of these students, staff input - Rob Nye: Don't we provide staffing ahead? Brent Neilsen: There have been a few times where this didn't happen due to timeline. It is protocol to do this and we will continue to work towards this.
 - c. District admin making placement changes without site team input and without formal IEP meetings
 - d. District admin not available in serious situations or advocate IEPs - There are not enough DO admin to cover all of these IEP meetings
 - e. SEIS changes - It was request that the district please notify staff ahead of time, data was lost in the most recent update which causes frustration. Tim Evanson: the issue with SEIS is that DO didn't know this was coming either, they were frustrated as well. Not aware that the problems with the program are as big as you are saying, have already reached out to the state to ask about this in the future.
 - f. Orders, social curriculum still missing in SEIS program (k-5 is missing) - Brent Neilsen: Apps have been purchased but not loaded onto ipads yet, Tim Evanson did not know this until just now. Tim Evanson- curriculum was not ordered, psych made them aware it has been ordered.
3. NPS
 - a. How many currently in NPS? 37
 - b. How many waiting to be placed in NPS? At least 3; kids are currently on waiting lists for other programs, cannot make changes until then. Most of the NPS in San Diego county are full at the present time.
 - c. While students are on waiting lists what do we do? Consistent concern about available support, are there other options? Brent Neilsen: we have agency people to provide support. Tim Evanson: all 42 districts have the same problem with more kids then beds are available so all districts struggle with compliance. This is a problem with other programs as well.
 - d. How are teachers supposed to work within this? Teachers cannot teach due to holding kids. Tim Evanson: have the example that we have to find a place for the kid, we have to take them until an opening occurs.

- e. What steps need to be completed prior to a NPS placement? Brent Neilsen: there is a referral process*, however twice this year staff have gone to look at a program and told the parents "I don't like it" and then they have to figure something else out. *This information needs to be passed down from admin to Teachers, psychs, SLP's, may need to overshare versus undershare.
 - f. Is a placement a parent dictate? Brent Neilsen: they are part of the team so we have to include them, we have to "sell" the program
4. Case managers responsibilities with behavior issues - Make sure have data that proves behavior doesn't have to do with their disability, that shows what interventions have been done. Once the data has been collected then we need to take it to admin at site and DO
5. District wide behavior intervention program
 - a. SWIS (district wide behavior policy for defiance vs. E.D.) - This could involve adopting some type of program, elementary to elementary have the same way to deal with issues. Brent Neilsen: O'side and SD have a great program that works for mental health issues
 - b. Both Gen Ed and SpEd would like behavior interventions - Tim Evanson: Oakland uses PBIS, their person will be here next month would like to send people but it's a funding issue, it's an expensive program. Rob Nye: not all sites will need PBIS, it has to be a site decision. We could look at piloting it at one site.
6. Timelines for processing subs - done as quickly as they come in. Prelim review, given a packet, when that is done then we send them out to fingerprint, then go on the board agenda (which needs to be turned in two weeks ahead of time). If there is a gap between board meetings such as 6 weeks like last time then yes this could take 8-10 weeks to complete.
7. Hiring and training of IA/BI's - Understand that this is part of LIUNA but teachers don't have time built into their day for trainings to occur. Creative ways to free up time to provide training for IAs and Bis because it impacts our certificated staff.
8. Training opportunities regarding Special Education for General Education staff - Amanda will reach to CTA staff to set up some PD options
9. PD Trainings for 194 staff at the end of the school year & summer PD - Rob Nye appreciated the reminder to plan ahead of time for these members
10. Supervision and evaluation of Special Education staff & training of general education admin - to be discussed at next meeting
11. Service minutes vs. hard caps was brought up at TSAC. Rick Grove: there are in fact very few caps base staffing in learning center is 20:1 primary 24:1 secondary with a hard cap of 28; SLP can't go over 55. Just freed up 2 FTE because minutes couldn't be met according to IEP's. Brent & Tim went through every IEP at every elementary and determined minutes needed.
12. Additional Concerns to be addressed at next meeting
 - a. LCAP funding for sites with special populations (unduplicated populations - EL & SpED)
 - b. Definitions of L.C. vs. RSP vs. SDC - Populations and supports for each level vs. site

13. Next meeting April 13, 2017