

CUTA Consultation Special Education Subcommittee Meeting  
October 26, 2016

In attendance: Kathy Nichols- CUTA Vice President & School Psychologist; Kelly Carr- CUTA Special Ed Member at Large & SLP; Tim Evanson- Director of Pupil Services; Rick Grove- Assistant Superintendent of Personnel Services; Rob Nye- Assistant Superintendent of Instructional Services; Brent Nielsen- Coordinator of Special Education; Joyce Lee- SDC Education Specialist; Amanda Fanning- CUTA President; Kari Neilson- CUTA Elementary Member at Large & Primary LC Education Specialist; Julie Spanier- Secondary LC Education Specialist

1. Address questions that were emailed to CUSD prior to meeting

**There has been reference to "special ed funds" that are provided to the sites at the start of the school year. How much does each site get in special ed funds? Is there a formula to determine how much money goes to each site? What is the intended purpose for this money being given to the sites? Are there guidelines as to what this money can be used for?**

This school year each elementary school received \$500. CHM was provided \$600 and AOM, Valley, SCHS & CHS each received \$1000. The purpose of this money is for the school sites to provide things (i.e., PD trainings, specialized resources, etc) to the Special Education departments prior to asking the district office for money. Money for Special Ed ink, paper and other basic supplies is factored into the amount each site gets from the district offices as part of the school supply budget. The way the money is spent is at the discretion of the site administrator.

It is unknown at this time if the ATP was factored into CHS basic supply ratio or if the preschool was factored into BV's basic supply ratio. The DO will look into this and have an answer at the next meeting.

Any Special Ed certificated or classified staff who require CPI training are able to attend at the expense of the DO SPED department.

**What are the staffing ratios for teachers to students for preschool, learning centers primary, learning centers secondary, special day classes? What are the staffing ratios for IAs and BIs to each program?**

Staffing ratios: LC Elementary 20:1 w/ a hard cap of 28 (district adopted), LC Secondary 24:1 (staffing ratio) with hard cap of 28:1, SDC- not established (a formula to be developed by the end of the year), IA's and BI staffing ratio (LC 1 aide for teacher- current staffing exceeds that in our district), BI is IEP driven (not specific number to group of students/disabilities)

- Preschool SDC 2 kids to 1 adult, however this has not been finalized
- Speech 55 caseload cap (Rick Grove wants to calculate contact #'s)

**Who is able to serve as the administrator at an IEP meeting? Is there special training that is required? How long must administrators stay at IEP meetings?**

- Who can serve as admin in IEP meetings: CA Ed Code 56341 specifies: "A school district representative who is: qualified to provide or supervise the provision of specialized instruction; knowledgeable about the general curriculum; and knowledgeable about the resources of the district." Therefore, only CUSD site principals, asst. principals, and in rare cases district admin are to serve as the administrator of an IEP meeting. They must be at every IEP meeting and be in attendance for the entire duration of the IEP meeting. In rare cases that are pre-approved by the district office, school psychologists can serve as the admin designee for IEPs that they are not service providers. **Teachers CANNOT be an admin designee for IEP meetings. Staff cannot serve as an administrator REGARDLESS of having an admin credential. If this is happening at sites, they must let Tim Evanson and Amanda Fanning know and they will address this immediately with site principals.**

- **CUSD** administrators are working with SPED to get trainings. They all attended a training by the lawyers for the SPED department prior to the start of the school year. All site administrators have a professional goal this year related to SPED.

**How long must general education teachers attend an IEP meeting?**

CA Ed Code 56341 (2) specifies "Not less than one regular education teacher of the pupil, if the pupil is, or may be, participating in the regular education environment. If more than one regular education teacher is providing instructional services to the individual with exceptional needs, one regular education teacher may be designated by the local educational agency to represent the others.

The regular education teacher of an individual with exceptional needs, to the extent appropriate, shall participate in the development, review, and revision of the pupil's individualized education program, including assisting in the determination of appropriate positive behavioral interventions and supports, and other strategies for the pupil, and the determination of supplementary aids and services, program modifications, and supports for school personnel that will be provided for the pupil, consistent with Section 1414(d)(1)(A)(i)(IV) of Title 20 of the United States Code."

**Gen. Ed. Teacher** should be in attendance for the entire duration of the IEP meeting unless prior written dismissal form is submitted prior to the meeting.

- Teachers need to be present for the present levels and accommodation pages of the IEP to provide input.
- Team spoke about general education teachers not vesting time on students once they qualify for services. We need to make a shift in school cultures and get administrators on board to help make that shift with general education teachers to raise level of awareness and reinforce the fact that GEN. ED. and SPED need to work together to support all kids- quality of instruction/intervention in the classroom.

**What is the process to have IEPs and supporting documents translated into other languages?**

For Spanish written translations, the following staff members receive a stipend to translate into Spanish:

Cecelia Sandhage - CHS  
Irene Zlotnicki - CHS  
Claudia Keck - CHS  
Alicia Padilla - VMS  
Silvia Clary - POI  
Ofelia Lopez-Villamar - JEFF  
Donna Chirichetti - JEFF

These would be the people you would contact to translate the IEPs and reports into Spanish.

For written translations of any other language, send the request and documents to Tim Evanson. He will make sure they are translated into the appropriate language.

**What budget does substitutes for general education and special education teachers from for IEPs held during the school day?**

- Budget: There is no special funds for sub coverage. Each site is different in how they handle it due to schedules, etc.
- Should sites use allocated SPED funds for sub coverage? Site admin should include SPED lead/facilitator in conversation in how to use funds. The funds that are provided to the sites will only cover a few days of substitutes.
- Site principals need to give permission to have certificated SPED staff to leave classroom to have IA's run groups

**What is the delineation of responsibilities for each district office Special Education administrator (i.e., How do you know which person to contact when?)**

- On Aug. 26<sup>th</sup> Tim sent email to ALL SPED the delineation of responsibilities for each D.O SPED admin. This can be found in shared Google Docs. Tim will resend the email to all Special Staff.
- Tim said that as jobs change, the document that was shared is updated.
- To decrease confusion on the number of emails that are sent to ALL SPED, Tim said that sub groups were added so necessary people are getting appropriate information.

**There were not enough handouts for the staff at the mandatory meeting on 8/25/16. When will copies be made available to all staff?**

- All handouts from the beginning of the year (8/25/16) are available on Google Drive. Gigi shared with all SPED personnel (e.g. SLP, OT, APE, PSYCH, case managers) in an email sent on 9/2/16.

## 2. IEP Coverage

- Inequity of who gets a sub (gen. ed. vs. SPED) and who pays for the coverage (site or D.O.)
- (Rick) CUSD doesn't prescribe how sites operate. We don't have something in place in how sites should take care of sub coverage. He will look deeper into the situation.
- Expectations of administrators in meetings and their role
- It was brought up how site administrators in meetings are just taking notes and not providing input because they might not have the competence to navigate through SPED policy and procedures. (Rick didn't know that was an issue until concerns were brought up.)

## 3. Special Day Class Curriculum

- Things disappeared after ESY. . . Tim ordered things that went missing and materials were disseminated.
- Curriculum has been disseminated to AOM, but elementary SDC classrooms have not been addressed
- (Rob) willing to purchase curriculum for SDC's.
- (Brent)- opportunities to attend NCCSE PLC's (professional learning communities) is possible
- NCCSE will pay for sub coverage if SDC teachers participate
- We can have a Summer Institute for SPED so curriculum can be developed
- SDC Teachers and lack of prep time: Back on the agenda!
- (Rob) We are willing to provide release time to develop curriculum just like gen. ed. teachers
- **SECONDARY GRADE LEVELS:** There's an inequity with two prep periods or "caseload management period" with curriculum (SDC vs. LC)
- With every case management period that is offered to LC teacher, it is less than one gen.ed. section being offered; SDC vs. LC caseload numbers; SDC-developing curriculum)

## 4. Protocols & Assessments

- Some sites still don't have access to assessment tools and protocols to meet the demands of testing schedule
- Tim is aware of site photo copying protocols and spoke to Emily to order. Protocols can be ordered via Medi-Cal money but assessment tools cannot. Andrew has been allocating protocols to school sites.
- (Tim) Explaining how budget is being short cut by \$500,000 and trying to work with Emily to find where to get the money. Working with Rick to get more funding.

## 5. Special Day Class teacher prep, IEP and assessment time

- Please look at #4

## 6. Communication

- There are not enough SPED admin to address questions and needs for administrative support across the district
- Not getting response in a timely manner unless site principal or Tim is cc'ed on emails, etc.

7. Direction/Vision CUSD is going with alternative pathways for students to earn a diploma
- Concerns were shared
  - Using alternative pathways and working with Josh with accountability goals. Middle schools are being part of the conversation
  - Looking at San Dieguito model and other surrounding school districts in our SELPA who have high graduation rates of students in SPED
  - Sending kids post high school without a diploma is concerning
  - We have an alternative pathways to meet the needs of different students to earn a diploma; however, that model is not definitive.
  - **Elementary teachers are not required to have the certificate vs. diploma conversation with parents.** Brent said that they are exploring options starting at the middle school level. Teams should re-evaluate at 7<sup>th</sup> grade to determine which path is most appropriate for student.

8. Scheduling future meetings

- January 25<sup>th</sup> 3:00pm