

STAFFING based on numbers vs. student needs

Q #A: Struggles/Challenges	Q #B: Response to Challenges	Q #3: Other Information
1)RSP-elem My biggest challenge now is LRE. I have several stdts who need to go SDC-putting those kids at 49% is not LRE & impossible to implement when we push-in & pull-out!	1) No response.	1) No response.
2) RSP-elem I have a 2-hr & 3-hr IA so our morning is very busy w/ groups but that means no support after 11:30/12:00. Ideally two 4-hr would have smaller groups	2) We made a block schedule (2/3 LA, 4 math, 5 math, etc) to try & cover the most amount of stdts.	2) AM groups are busy & loud (4-9 stdts in 3 groups going at the same time). Trying to limit "push-in" support so we have adults for RSP pullout groups
3) RSP-secondary -Intensity of case never considered (i.e., advocate) -Level of support a stdt is only considered as ONE on caseload but may have very high level of service (consult same as 40-50%) -If given additional teacher support, generally they only do admin duties. Need people to teach groups	3) No response.	3) -stdts should be weighted & consideration given to intensity of case, time spent of case management, level of support (consult is less time that direct services) -consider the number of assessment done at sit, my past site there were MANY parent letters vs. SST referrals--this is very time consuming & doesn't really address underlying issue of poor admin., lack of effective SST process, or provide change toward GE interventions -extra support from additional tchr needs to be helpful & meet the needs of the caseload not the needs of the itinerant sent to supports
4) RSP -secondary -Staffing equation not based on what stdts need but based on # of stdts -SPED classes are too large b/c of the demanding needs -Push for A-G has eliminated many elective choices for stdts thus putting more stdts back into SPED & staffing does not reflect this -Stdts could do GE work if collaborative support could be offered but when the master schedule is made, the first to be eliminated is collab in order to lower class numbers in SPED -loss of 9 hours of IA support from SPED program when SPED office assistant is used doesn't help when trying to provide assistance w/ LRE	4) -Moved to trimester -RSPs gave up diagnostic period this year—cannot function this way & will need to put it back in place for next year -Many hours devoted beyond the school day to complete daily tasks	4) No response.
5) SLP-elem -currently based on numbers -taking into account preschool load & state cap of 40	5) -use caseload model	5) No response
6) RSP-secondary No response	6) No response	6) No response

7) CS-elem -many stdts that need full physical support for everything & not having enough IA support	7) No response	7) No response
8) CS-elem -caseloads based on numbers & not needs of students -stdts placed near home school -nurse is considered part of adult ratio & not always as helpful as IA -allotment of staff doesn't always meet the inclusion (LRE) needs of the stdts when there are 1:1 needs in inclusion -new model for IA support does not work	8) -decreased instructional time -increased time spent on manipulating the daily schedule -out of compliance with IEP -more time spent ensuring safety -writing fewer goals per student	8) -nurses not always trained to meet the needs in classrooms like an IA might be -old model with 2 IA per CS class allowed for better safety and more instruction
9)SLP-elem -workload & caseload #s overwhelming & unrealistic	9) No response	9) No response
10) SLP- elem -weighted caseloads—still waiting for this to carry through!!	10) No Response	10) -Weight our caseloads each month to show how #s & weight are not the same -This issue needs to be addressed!
11) RSP-elem -wider range of abilities/disabilities in RSP program w/ more stdts requiring 1:1 support to see growth as opposed to traditional small group instruction of 3-5 stdts -increased % of pull-out for more involved stdts puts steep demands on RSP program -full inclusion stdts on RSP caseload are highly disruptive to instruction when dealing w/diapering, medical emergencies, seizures, 1:1 IA absences, lack of training for the day to day sub IA who covers for the absence of 1:1 IA.	11) -pull out works best for distraction-free environment w/ kids being more attentive & parents see more progress and higher sub group scores -push-in models work in some instances (higher functioning RSP kids) but for the most part there are numerous hindrances: competing voices, another person in the room w/ limited sq footage, lack of desk space, too much visual & auditory distraction for those stdts who have processing deficits in those areas.	11) GE is pushing harder on RSP to provide services when there are limited interventions available to them. Prior to first budget hit in 03/04, loss of reading specialists, loss of 1 hr of RSP IA time. -as a result referrals to SPED have seen a dramatic rise
12) CS -look at students not #s -closes to home school	12) No response	12) No response
13) ∅ -challenges occur in providing stdts w/ inclusion (LRE) opportunities -instruction in SPED classrooms is more difficult due to larger groups when tching whole class or leveled groups.	13) No response	13) -look at behavioral caseloads so that stdts are more spread out at different schools
14) CS-elem -sometimes in the preschool, depending on the disabilities of the class, there needs to be more staff.	14) -we used to use a rating system for preschool where kids were rated 1-5 based on their disabilities & needs. If there were 3 classes and 2 classes had kids who rated a 5, the third class had to take the next kid who was rated as a 5. One tchr would not have all the "5" kids. This would not be a fair way. It would be nice to see the classes more balanced.	14) No response
15)psych-secondary -no control over the flow of new referrals, timing of triennial due dates, advocate cases, disciplinary behaviors, BIPs, MDs,	15) -work hrs often exceed 40 hr weeks- just work until the work is done (weekend, late-late nights, 12+ hr days).	15) -recommend that caps be set at each school for the # of: active advocate cases, counseling, MD's, BIPs, triennials, + new

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<p>number of counseling cases assigned, crisis interventions, # of fully included (LRE)</p> <p>-psychs are not assigned according to the nature of cases anticipated at a site any given year (how many come w/ advocates/BIPS/counseling)</p> <p>-as counseling cases arise during school yr, we have to simply absorb the referrals & deal w/ it.</p>	<p>-we have asked about the possibility of considering number of counseling cases assigned (e.g. how many counseling cases become too much for a given site before additional psych time can be allocated to the site to absorb the referrals?) But we have not yet considered this when making psych assignments</p> <p>-we ask for extra help when we're beyond capacity. In the past, that means through an email that the site psych to send to all psychs. We rarely get any volunteer because folks are already hunkering down at their own site(s). -- sometimes we get an intern but there's time when getting an intern acquainted & interns vary in the amt of ongoing supervision required.</p>	<p>referrals in a given period of time.</p> <p>-whenever the cap is exceeded for the site, the site admin should be responsible for getting additional psych support to address the needs & provide the duration of time anticipated for this extra support</p> <p>-the + psych support should come in the form of a certificated psych, not intern.</p> <p>Sending an intern means the psych at the site is being asked to take on extra duties (supv/training) instead of getting help. Supervising /training interns are not at a level where they can be servicing a school site w/o supervision & training, & shouldn't be counted on as staff.</p>
<p>16) SLP-elem</p> <p>-strongly urge district to adopt weighted caseload model for viewing equitable workload</p>	<p>16)</p> <p>No response</p>	<p>16)</p> <p>No response</p>
<p>17) RSP-elem</p> <p>-stdts in RSP 49% of time & RSP responsible for most academics: also scheduling 49% stdts w/ other stdts from K-5 as they are in the RSP room most of the day</p>	<p>17)</p> <p>-try to add to existing groups when possible</p> <p>-develop a contract so stdt can work independently when possible</p>	<p>17)</p> <p>Big challenge is diversity of group in RSP, unique needs & age span from K-5 grade.</p>
<p>18) ∅</p> <p>-it is important for the safety of staff & stdts to have at least one staff member available to supervise stdts during behavioral emergency (which require 2 trained staff)</p>	<p>18)</p> <p>-use of walkie-talkie to summon help (at times not available); sharing an IA w/ other CS classroom (works well unless there are behavioral emergencies in each room concurrently)</p>	<p>18)</p> <p>-some students are extrinsically motivated & stop working unless given 1:1 attention & then, at times acts out disturbing others.</p>
<p>19) ∅</p> <p>-not enough support/ less staff & increasing amt of stdts.</p> <p>-difficult to meet all their needs</p> <p>-we also have no prep time now</p>	<p>19)</p> <p>-group stdts & rotate staff prep times when possible or when several stdts are out for DIS</p>	<p>19)</p> <p>No response</p>
<p>20) ∅</p> <p>-children in SDC (NSH,ASD, preschool SDC) usually require more 1:1 services due to behaviors, degree of disability etc. Therefore they should count as more than one stdt on our own caseload</p> <p>-SDC classes have fewer stdts than GE classroom due to children's needs, speech services should follow.</p>	<p>20)</p> <p>-groups are made larger for children in SDC classes even though this may not be the best service delivery model.</p>	<p>20)</p> <p>No response</p>
<p>21) NSH-elem</p> <p>-some numbers vary from K/1, 2/3, 4/5 so if weighted, sites should even out according to level of ability & w/ regard to behavioral support</p>	<p>21)</p> <p>-I tend to just take my caseload & not ask for others to help</p>	<p>21)</p> <p>-behavioral issues & stdt need should be looked at across the district to place more evenly & fairly w/ regard to stdt need & staffing</p>
<p>22) ∅</p> <p>--SPED mantra is that the kids come first. I don't see it in staffing issues</p> <p>-nothing matters as much as having a tchr in place.</p> <p>-number of kids & their unique disabilities</p>	<p>22)</p> <p>No Response</p>	<p>22)</p> <p>-I was told several yrs ago that NSH would never go above 14. Last yr we were told to expect 15. Last Weds I was told that "20 would still be a smaller class size.</p>

doesn't seem to matter.		
23) No response	23) No response	23) No responses
24) NSH elem -not enough support to fully meet children's needs. We need more staffing to effectively run small groups to provide meaningful instruction	24) -try to use other staff on campus when possible. However, this isn't always feasible due to schedules across grade levels.	24) -since PSs have been pulled from SDC/NSH mtgs I feel a huge lack of support. Mtgs seems less professional as the designee usually needs to come & go throughout the mtg. It is not realistic to assume that a principal or another staff member can sit through an entire mtg when they have many responsibilities themselves. Even though people have been trained as designees the mtg notes are suffering because it is usually the tchr multi-tasking (running the mtg as well as taking notes).
25) NSH secondary -even split btn case mngrs -not loading one case mngr w/ all difficult cases -trying to keep same grade level classes especially for science/ss -class periods for SDC classes usually set based on when PE & electives offered -incomplete info from feeder schools (i.e., kids who should not be together)	25) -trial & error, especially w/incoming 6 th graders -to accommodate scheduling needs of stdts often sections of 1 or 2 students formed within another class period	25) -scheduling kids usually has to be around when electives & PE are offered
26)RSP-elem -when stdt caseload exceeds limit, providing service w/fidelity is difficult when only option is a part time tchr coming in one/two days per week as opposed to adding hrs to an IA position temporarily -when ratio of stdts is 1/3 to 1/2 of case load requiring high percentages of service level (i.e., 30-49%) it is a challenge to meet needs based on the number of hrs per day of IA & tchr time	26) -we make every instructional minute count in order to move stdts to LRE. We hold addendums to lower time when stdts improvement shows they no longer require as much -we group stdts according to goals & not just grade level. Less independent stdts are in the smallest groups.	26) I always volunteer to have stdt tchrs.
27) CS-elem -w/ only one classroom IA, stdts w/ behaviors take away from other stdts' learning & academic time a large percentage of each day every week	27) -w/ the current budget, there is no challenge b/c it is stated that the ratio will not change no matter what the circumstances including when IEPs are not being met b/c of a lack of staff	27) -it is difficult on a tchr who does not lessen expectations even when the staff reduces -parents also do not lessen their expectations & it should be noted that certain things on the schedule do not get done & should be done!
28) ASD-elem -coming up w/ a schedule that works that includes breaks, lunches & staffing for the classroom & mainstreaming (LRE) -little time for meeting	28) -staff are flexible w/ breaks & tchr is flexible w/ hrs when staff need to leave early or have appointments	28) -my staff & I collaborate & talk all day long during down times, before & after school
29)NSH-elem -assuring that all stdts' unique needs are being met -the diversity of the stdts' needs & academic levels w/in one classroom can be overwhelming & wanting to be sure that all stdts are receiving the best education	29) -lots of time mngmt & small group instruction. -working w/other tchrs (SPED & GE) to ensure that I am working toward reaching each child's fullest potential -using a blended model for all academics	29) -the blended model has helped my stdts w/ socio-development & study skills.
30) NSH-secondary -many times RSP stdts are in RSP when they	30) -3 RSP stdts come to me are & are on the	30) -have a cut off time for stdts entering SDC?

should be moved into SDC sooner; the move often occurs part way into the yr when SDC is maxed & caseload is set -when only one SDC tchr groups become overloaded & SDC is stuck w/ too many kids.	RSP caseload w/ #4 on the way	-need more cohesive caseloads. I have stdts w/skills from 2 nd → grade level in some areas w/ disability categories of ED, ASD, OHI, ADHD, SLP
31) RSP-secondary -only on campus 4 days /week -many high maintenance kids/parents	31) -other RSP tchr covers classes w/ IA -other staff cover RSP classes	31) -this takes away IA time from GE classes when I am off campus
32)NSH-secondary -caseloads should be determined by work load b/c some IEPs take more resources than other	32) No response	320 No response.
33) RSP-secondary 28= 28 schedules 28 IEPs (not to mention addendums 28 progress to goals 6 times per yr Not to mention all the discipline we need to deal with	33) No response	33) No response
34) Itinerant- elem --too many sdts & too many mtgs at too many different sites	34) No response	34) No response
35) RSP-secondary -having a tchr on campus < 100% of day	35) Our staff must still cover classes for part-time person	35) -not in the best interest of stdt -RSPs <i>were here</i> (sic) full work day to cover all. Not efficient!
36) CS-elem/preschool -a number does not reflect the degree of adult 1:1 that a stdt may need due to behavior/med issues or disability itself -peer models are not counted as sdts on caseload	36) -daily goal of keeping all stdts safe, while providing the best program we can. This often means not providing the best program for some stdts.	36) No response
37) SLP-elem --caseloads—unmanageable & not equitable	38) No response	38) -need weighted caseloads
38) ASD-preschool --simple ratios do not account for individual stdt needs (some stdts require 1:1 ratio for both safety reasons & to ensure any learning is occurring) creating a classroom environment that is focused on stdt safety/management only & sidelines tching & stdt learning	38) -being forced to group stdts even though they need individual instruction -consistent pairing higher stdts w/ lower stdts sidelining the higher stdts learning	38) -although stdts may still be learning I think we jeopardize the quality & integrity of the program by just looking at numbers & not individual stdt needs.
39) RSP-secondary No response	39) No response	39) No response
40) CS-secondary -LRE not always safest environment -stdts w/ 1:1 IA need it all day -IA cannot work w/ more than their stdt if safety is problematic -increased GE class sizes impact LRE for students when there are no extra chairs/desks or computers when I push my stdts into for LRE	40) -the response from the SPED office for tchrs who are having staffing issues based on #s vs. stdt needs does not happen quickly enough -my ability to 'be creative' has currently been tapped out. - response from SPED is that my difficulties are a scheduling issue, but the schedule is determined by the site & I cannot make GE stdts change just for my problem.	41) -staff should be looked at on a case by case and site basis -LRE is a big part of staffing issues. There is a big focus to mainstream stdts, but w/o adequate staff ratio in all grade levels this is not going to happen safely & w/ the best interest of GE tchrs in mind. -secondary GE tchrs cannot be overloaded w/ class sizes going up. This doesn't build our relationships w/ them.
41) CS-elem	41)	41)

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-too many grade levels & not enough support for inclusion (LRE)	No response	No response
42) RSP-secondary -testing/tching w/only one prep is difficult, especially for IATs, in addition to triennials -process for forming sections can be unpredictable as #s for staffing are given so late in the summer -LRE- what should the specifications look like? If SDC is full & we have a stdt who may be taking > 50% SPED classes a trimester, what should we do in regards to labeling SDC vs. RSP for that trimester? Hold mtgs? Leave stdt in RSP?	42) -arriving to work early & leaving late -we work w/ what we have & go w/ what is in the best interest of the stdts -at this time, stdts' minutes are recorded & if team decides SDC is the proper placement, then mtgs are held for change of placement.	42) No response
43) RSP-secondary - part time RSP tchr -covering so many types of GE classes (science, Eng/LA, all levels math, social science) for stdts w/ all levels of need (20%-49%) --with the blended model the SDC tchr is highly impacted as RSP stdts start to fall out & require more sections of SPED or a lower level than RSP -large GE class sizes does not leave much room for my stdts whose IEP requires them to have electives & generally their behaviors require more support in the larger classes -stdt behaviors are less controlled w/ larger GE classes -finding myself spending more & more time on case management rather than on teaching due to stdt needs in GE & helping parents understand the GE tasks to do at home	43) - when part time RSP tchr is off contract/site then I must manage her caseload for stdt needs in academic GE classes. When she is on campus my caseload is 28, but when she is off site/contract my caseload goes to 48+ -I use my testing period to collaborate & case manage rather than test IATs --I hold stdts in RSP until the end of the year to make their change of placement at that time. Staffing ratios drive the change of placements due to the fact that SDC classes run >14 stdts. I feel badly for my SDC tchr who may have 15+ stdts in any of her classes. -my kids take the same electives more than once w/ GE tchrs who do not mind having large #s of SPED kids in certain sections - I write fewer goals per student so that I can meet them more easily -I am writing more BSPs & consulting w/ office on disciplinary incidents more frequently -I give up my lunch so I can see some of my stdts each day when scheduling does not permit access to them during normal scheduled periods	43) -exactly what is the priority for a SPED teacher in this district? I was hired as a teacher & yet I spend less & less time with teaching & more time with case management of students with GE tchrs & parents & administration in order to meet student needs outside of the SPED environment. -I feel extremely excited if by the end of the day if I have 1) gone to the bathroom 2) been able to wash my hands more than once and 3) eaten lunch. Most days I don't leave my room to do these things.
44) NSH-elem -not enough staff to send students to inclusion	44) No response	44) No response
45) RSP-elem --full inclusion stdts take up a great deal of time in mtgs & working w/IAs	45) No response	45) No response
46) CS-secondary No response	46) No response	46) No response
47) NSH-elem -range of stdts in one class -descriptions of class offered to parents: NSH is academics-based class	47) -deal w/toileting & behaviors -trying to teach from "a-b-c's" tp "long-vowel patterns" to "comprehension"	47) No response
48) RSP-secondary -start the yr at caseload max & although another person is assigned as 20% they do	48) -start yr at lower #s and look at needs vs. numbers	48) No response

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not teach so we end up with the stdts as our responsibility		
49) NSH- secondary -stdts who come from another school (area in the district) just to fill #s in our program	49) No response	49) -Having classes which are not pure are extremely more difficult to handle & teach (half ASD & half CS)
50) CS-elem No response	50) No response	50) No response
51) NSH-secondary --stdts w/ such a variety of academic needs in one class	51) No response	51) -allowing SPED tchrs to form their own caseloads & resulting classes similar to how GE elementary tchrs form classes would make it so much easier to teach
52) NSH-elem -we have stdts in programs that do not belong. CS stdts in NSH and high functioning CS create problems. -NSH tchrs do not have curriculum for the CS stdts	52) No response	52) No response
53) ASD-elem - no enough time in a day to do what I need to do for the students	53) -more often than not I do not leave my room for lunch but I stay in the room to supervise stdts while I eat	53) No response
54) CS-elem No response	54) No response	54) No response
55) RSP-secondary -matching what is reality on a secondary campus to what we're theoretically staffed at is a huge struggle - meeting district & state standards and pass the CAHSEE	55) No response	55) - there at times feels to be a disconnect btwn what the reality is on a school campus as related to the expectations from the district office. -28:1 RSP caseload is only realistic if stdts can be in GE setting for all their core academics, w/ "study skills" support & accommodations only
56)CS-secondary -teaching & lesson planning to address indiv needs when some years are heavier w/ tris -the amt of extensive time some stdts & parents require due to indiv needs or intensity of disability	56) -"easier" stdts don't get as much attention -teaching & planning goes to the 'back seat'	56) No response