

STAFFING proactive staffing

Q #A: Struggles/Challenges	Q #B: Response to Challenges	Q #3: Other Information
1) RSP-elem --it has been great this year because my part time person is coming 3 days/week running groups. Last year I had 2 different people & they basically tested & that did not help w/ services where I needed them!	1) No response.	1) No response.
2) RSP-elem -we have had a few stdts enter our school as RSP support when they need NSH or CS -for full inclusion stdts w/ 1:1 IAs, I must rely of those IAs for a lot of instruction	2) -Melanie and PSs have supported us as we worked through the change of placement process	2) No response
3) RSP-secondary -training for tchrs on new programs for instruction -training on legislative changes, no RSP mtgs any more -need more options, many NSH classes have CS stdts in them -need IA training for new & current IA -need site based training for GE tchrs on the SST process and IAT process (uniformity w/in the district	3) No response.	3) -instead of RSP tchrs attending the new curriculum adoption trainings- provide training on IA programs & strategies that are research-based to promote growth -IA training, videos on line, prof growth days, parent conference week provide training for elem IA -create more SDC options
4) RSP -secondary -stdts come to high school in the wrong setting -being a 'school of choice' has sometimes seemed like a dumping ground. Screenings of IDTs should take place	4) -tough decision is left for high school staff to have—change of placements then occur & staff is now not adequate or prohibit the change of placement -too much time is spent on discipline issues & not teaching due to IDT -revocation of IDT	4) No response.
5) SLP-elem -having multiple part-time employees servicing the same site is a scheduling disaster -additional piecemeal staff mid-yr creating even more confusion- -roles continue to change & schedules change when more than 1 or 2 SLPs are at a site	5) No response	5) -make solid staffing projections at the beginning of the year w/ some room for growth
6) RSP-secondary No response	6) No response	6) No response
7) CS-elem --evaluations for staff that mean something: rubric for evaluations	7) No response	7) No response

8) CS-elem - on-going trainings for support staff -classes need to be formed early -when NPS stdts return to classrooms, disruptions occur unless sufficient adult support is present -placement changes also impact the new class instructional time when new stdt arrives -ProAct for all -lack of consistent number/quality trainings for IAs across the district	8) - work out coverage for staff training -ASD IAs receive more training than other IAs	8) No response
9)SLP-elem -fully included kids require more team mtgs to address challenges in GE setting, SST process lacking integrity & accountability -more SLP time needed as caseload #s increase over year	9) No response	9) No response
10) SLP- elem -finding time to test NPS kiddos & attend mtgs for them!! -there is always a shortage of SLPs	10) -work w/ other SLPs to help out w/ testing -RTI has helped us manage our overflow of #s on the caseload	10) -caseloads need to be weighted in order for there to be a long range plan for staffing
11) RSP-elem No response	11) No response	11) No response
12) CS -no time to train IA -our role is unclear as we are not IA supervisor -some stdts take 2 children at times (2-person lift) -IAs want more help w/ stdt support -timing of IA staff assignments too late -current model of IA staffing is extremely challenging -lack of training for tchrs to work w/ IAs	12) - we talk a great deal during the day time, but that takes away from instructional time w/ stdts -I allow my IA extra breaks when they are so tired during the day time	12) -ASD IAs get more trainings than other IAs -when we assist w/ hiring IA we are told we must choose from the candidate even if they are unqualified current employees
13) ∅ -class formation should begin toward the last 4 weeks of school -LRE placement should be assessed during 1 st month of the new year -collaboration should be encouraged btn current tchr & receiving tchr for following yr -staffing should be based on stdt safety & behavioral needs rather than stdt numbers	13) -look at school sites & safety -have areas where stdts/tchrs know that it is safe	13) No response
14) CS-elem -we are the only CS class that does not have a 6 hr	14) No response	14) No response
15)psych-secondary -we often get cases that involve a batch of IEP triennials due in the same academic yr.	15) No response	15) -practice of so many IEPs at one time appear to relate back to the district practice of testing all sdts at the K-1 transition -district can/should anticipate how certain practices may be creating a hug impact down the road in terms of meeting 3-yr timelines
16) SLP-elem -one SLP for GE, SLP/RSP, pre-K AD class, K-	16) No response	16) -reason given: budget cuts

1ASD class		
17) RSP-elem -some stdts need 1:1 instruction & do not fit into existing groups -if need to "push-in" need more people -No sub when IA is absent for 5 days or less	17) -try to work w/ GE classroom tchrs to adjust schedule -work w/ complete grade level to group stdts so can push-in -loss of instruction and safe environment when IA is absent -loss of LRE when no IA available to take stdt into GE class as stated on IEP	17) -trying to work around lunch breaks & morning breaks for IAs and SCIAAs
18) ∅ -staff is dependent on funding -stdts who are not appropriate for a program are placed on "LRE"	18) -negatively impacts the needs of some programs by limited support	18) No response
19) ∅ - staffing changes are inconsistent & not only affect the other staff but the students too because consistency needs to be established on short notice	19) -train any new staff immediately & go through routines	19) No response
20) ∅ -starting w/ a caseload that does not allow you to grow during the school yr & then after you have made connections w/ parents, stdts, their tchrs you get some help & then you have to give up those stdts to a new therapist -sometimes classes are in crisis due to extreme behaviors & it creates a very stressful environment for staff & stdts to function	20) No response	20) -difficult to do make up speech sessions when sessions are missed due to SLP having to attend IEP mtgs, district mtgs.
21) NSH-elem --not always safest of classroom settings w/ stdts w/ behavioral issues -ED classes few in numbers & seemingly closed to NSH kids needing more support	21) -a lot of early triennials in order to discuss & evaluate stdt need for more support -look at CMH to help support stdt needs instead of having another place for these stdts to go to have more support for their needs & to keep all kids safe & free from danger	21) -I think that sites need to have a say in team members coming to join them. SPED is taking on such large roles in RtI & assisting in mtg the needs of all kids, perhaps placement should be looked at to even out where people would like their sites to go as far as RtI & blending.
22) ∅ -we weren't told until the very end of the yr where our kids were going to HS. We had to field the frustrated parents inquires	22) -Little to no response from SPED and so I had to get the union involved. -told it was a 'site' problem	22) No response
23) NSH –secondary -PAL tchrs must fight w/ counselors to mainstream their stdts/implement the PAL stdt IEPs -schedule not in place by the first day of school for PAL	23) -feel like second class citizens -stressful for tchrs who do not know what they are tching so they cannot plan lessons & stdts who need structure	23) No response
24) NSH elem No response	24) -try to use other staff on campus when possible.	24) -since PSs have been pulled from SDC/NSH mtgs I feel a huge lack of support. Mtgs seems less professional as

	However, this isn't always feasible due to schedules across grade levels.	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 -I do think many students will remain in a class that is not a correct placement for them for budgetary reasons. -my IAs plan for their own professional growth -Stdts w/ behavior issues can easily threaten other stdts' safety b/of the lack of staff	27) -the overall thoughts among the tching staff are that there is again no hope for changing the staff ratio & no hope overall for stdts meeting their potential in the classroom. -behaviors could be easily avoided but are not because of a lack of sufficient supervision when outside of the classroom	27) -I fear that I will become burnt out possibly w/in the next couple of years.
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 -providing guidance & training for new IAs	29) -I have met w/ my IA after & before school & am always willing to help her -set up times for her to observe other IAs & spoken w/ my principal -set up an action plan w/ IA	29) -making the change from a personal IA to classroom IA brings a lot of new job responsibilities
30) NSH-secondary -new rules for 1:1 IA : taking IA time away from the classroom IA to support a 1:1 stdt needs	30) -I no longer have classroom support for teaching groups. I now teach in whole group	30) -the other stdts in a classroom are being jeopardized w/ the new model -loss of instruction for the other stdts or less instruction

	-my IA covers 3-hrs for a stdt w/ IEP that requires 1:1 IA	provided
31) RSP-secondary --IAs not trained to work w/ all types of stdts -stdts are shared btn RSP/SDC -finding time to discuss w/ staff	31) No response	31) No response
32)NSH-secondary -it is unclear what kind of managerial role SPED tchrs have when working w/ IAs	32) No response	32) -It would be beneficial to know what IAs are expected to do and not do. What kind of classes can they attend?
33) RSP-secondary -classes that need to be taught vs. # of stdts in the program	33) -larger class sizes -bigger case loads	33) No response
34) Itinerant- elem No response	34) No response	34) No response
35) RSP-secondary -need IA for an entire day	35) No response	35) No response
36) CS-elem/preschool -safe environment is my biggest concern -my IAs and I deal w/ situations as they happen; each day is an adventure -if redirections or interventions do not work then we respond the best we can.	36) -if things in the classroom deteriorate to a point where stdts are unsafe & I need help I will separate stdts -I call for help from the office, for another classroom w/ anIA, or from whomever happens to be nearby	36) No response
37) SLP-elem No response	38) No response	38) No response
38) ASD-preschool No response	38) No response	38) No response
39) RSP-secondary No response	39) No response	39) No response
40) CS-secondary -present candidates at interviews do not always speak clearly to children who are low functioning. -we are not supervisors but we have to do that job—directing, training, holding them accountable for daily workload & we interview & evaluate -if we do not chose unqualified staff at interviews we are told we have to pick someone or lose the spot -new tchrs not getting training on difficult issues	40) -children may not understand -for lower functioning stdts this is even more difficult -tchrs are not regularly involved w/ creating any SDC classes so to avoid certain mix of stdts & staff -current staff supports new tchrs when dealing w/ difficult issues for new tchrs	41) -GE tchrs are involved w/ forming classes at their sites so as to avoid problematic stdt interactions and so to allow for maximum instruction -PPAP helps w/ academics, but has little time to help w/ difficult situations which they may or may not fully understand
41) CS-elem -No testing period/time and cannot leave the classroom -cannot keep stdt in at recess	41) No response	41) No response
42) RSP-secondary -unpredictable; staffing numbers are seemingly always given last minute & it has & continues to be difficult to predict how many sections/classes to teach	42) -continue working as data/numbers are given to us -IA-brief discussions at dept mtgs as IAs & their work ethic	42) No response

-IAs—possible need for IA binger/mtg to discuss secondary expectations/requirements district-wide	has been mentioned & concerns have been brought up in regards to what should be efficient work habits.	
43) RSP-secondary -SPED staffing ratios are delivered to site well after the master schedule has been set -having NPS stdts return to RSP program & they really do not fit RSP profile -I hold my RSPs who are struggling in RSP until the end of the year so as to not impact our NSH tchr whose numbers are usually 14+ -lack of time to instruct new IAs -loss of one hour of IA time at the last cut -being subject to loss of RSP hours at the semester due to drop in RSP stdts -not having an IA when my IA is out for an extended time—there are no subs for absent IAs in RSP.	43) -stdts are not covered in all classes because our IAs are only 5 hours per day and our school is in session 5+ hours each day -juggling IA lunches/breaks w/in the day so as to cover 1:1 IA lunch/breaks. It takes away from the kids who the classroom IA should help. -having an RSP decrease time at a secondary site significantly impacts the master schedule -I forgo lessons when an IA is out b/c the classes need two adults in them to be able to teach the small groups and provide individual attention	43) -having a brand new tchr train a brand new IA is problematic. New tchrs barely know their own job and now they are asked to train someone new. Plus there is no formal training for any tchr to work w/ IAs the way we do. If you are young and have little life experience, your job is being made even more difficult. Working with IAs is not something most tchr training programs teach to their student tchrs. -lowering RSP percentage at the semester impacts GE students as well as SPED students
44) NSH-elem -large classes -non-diploma bound stdts need more support than NSH can provide but do not require the CS program	44) -many stdts do not have a program to meet their needs	44) No response
45) RSP-elem No response	45) -I use the first 15 minutes of school before groups start to talk w/ my IA	45) --use itinerant RSPs to fill in over caseload schools w/ kids w/ minimal needs. That way tchrs don't get moved during school year
46) CS-secondary -unable to work on specific CS life skill goals w/ my stdts --it is a challenge to get my stdts all toileted in time w/ fewer staff members to do the job -I am not able to teach my students -I am not taking data -stdts stay in wheelchairs at recess & lunch when they should be walking/working on goals	46) -stdts not learning how to choose food items unless I attend their lunch so I miss my lunch -more stdt toileting accidents despite a creative toileting schedule I have designed -stdts are not meeting goals on time -	46) -I am no longer teaching, but 'babysitting' more often than not.
47) NSH-elem No response	47) -involve the office to write up the referrals so there is a record	47) No response
48) RSP-secondary -not enough IA support & district not willing to provide more puts tchrs in the middle -IA staffing is like tchr staffing & is based on #s not needs for kids -SDC vs RSP doesn't seem like an equitable job position; caseload & tching related: RSP has more kids and larger classes w/ less support	48) -combine all SPED stdts & split caseloads & IA sections equally—including IA time	48) No response
49) NSH- secondary	49)	49)

<p>-process of getting rid of an IA is so time consuming that most give up & hope they want to transfer</p> <p>-IAs are put in unsafe situations w/ little or no training</p>	<p>-work long hrs at home</p> <p>-have my mother come stay w/ my own children so I can go into school over holidays & weekends.</p> <p>--complain to others and hope they give me advice</p>	<p>No response</p>
<p>50) CS-elem</p> <p>-new model is challenging to support stdts appropriately</p> <p>-removal of one classroom IA to help support a 1:1 stdt (3+3 model)</p>	<p>50)</p> <p>- I do not get lunch</p> <p>-I do not get a chance to go to the restroom most days</p>	<p>50)</p> <p>No response</p>
<p>51) NSH-secondary</p> <p>-children hurting other stdts & adults</p> <p>-Learning is not happening when dealing w/ serious behaviors</p> <p>-no time to train IAs & some are not qualified</p> <p>-stdts making placement changes have difficult time adjusting to new larger class w/ fewer adults for support</p>	<p>51)</p> <p>No response</p>	<p>51)</p> <p>No response</p>
<p>52) NSH-elem</p> <p>-parents refusing CS and remaining in NSH programs</p> <p>-range of stdts in both CS & NSH too wide</p> <p>-too many grade levels in some classrooms</p>	<p>52)</p> <p>No response</p>	<p>52)</p> <p>-we need a bridge program at elementary & I am sure at other levels.</p>
<p>53) ASD-elem</p> <p>- class lists are formed w/o tchr input</p> <p>-stdts spend too much time on busses & arrive at school frustrated</p> <p>-classes are formed so late in yr that the transition mtgs are difficult to schedule</p>	<p>53)</p> <p>-mtgs end up way beyond the school day</p>	<p>53)</p> <p>No response</p>
<p>54) CS-elem-</p> <p>-I am suppose to do triennial testing & have no prep</p> <p>-w/ new ratio I am often left alone w/ 5-6 CS stdts & if one needs to go to the bathroom or has an accident it does not happen</p>	<p>54)</p> <p>-do as little testing as possible</p> <p>-I do not get lunch</p> <p>- I do not get a chance to go to the restroom on most days</p>	<p>54)</p> <p>No response</p>
<p>55) RSP-secondary</p> <p>-at high school w/ graduation requirements including electives –there are stdts who require IA support in art & computers—just to keep up.</p> <p>-W/ huge #s in GE—asking our tchrs to individualize to the extent needed is unrealistic. There are not enough man hrs in the day to get our kids through, JUST to graduate</p>	<p>55)</p> <p>No response</p>	<p>55)</p> <p>--NCLB compliance regulations stifle our ability to teach the L/classes depending on the credentialing of the staff on site. We are asked to be experts in all areas, w/o the acknowledgement or support from D.O. to meet these requirements.</p>
<p>56) CS-secondary</p> <p>-if staffing is not adequate, stdt safety maybe compromised or IEP goals not met</p> <p>--difficulty w/ coverage when staff are on breaks</p> <p>-having an IA be transferred to your program and then learn they were problematic at the previous site</p> <p>- 6-hr IAs but 7.5 –hr days</p>	<p>56</p> <p>- stdts are not able to access GE classes b/c they are the first & last periods of the day & not enough staff to supervise them)</p>	<p>56)</p> <p>-I am very lucky to have great staff at this time—great people make this job wonderful.</p> <p>- it takes some time (an investment in time) to get ready for new stdts, & to spend time w/ parents in the beginning to ensure success</p>