

WORKLOAD transition meetings

| Q #A: Struggles/Challenges | Q #B: Response to Challenges | Q #3: Other Information |
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| 1)RSP-elem No response | 1) -Last year we tried a group information meeting then short individual mtgs afterwards. -much faster and worked out fine | 1) No response. |
| 2) RSP-elem -middle school RSP staff comes to our elem for transition mtgs -as a group our elem RSP stds & parents go visit the middle school site | 2) -we schedule 5 th grade transition mtgs early—April/May | 2) No response |
| 3) RSP-elementary -sending site should not have to copy every report for receiving site; they can wait for a summary sheet to be completed. -no time to schedule in transition mtgs unless teaching time is taken away -parents have many questions about the next school or classroom; this is very time consuming at a mtg | 3) No response | 3) - provide release time & designate days so planning can happen in advance & be done efficiently -have all receiving sites conduct a parent night or have a power point available for parents to preview before hand to get many of their questions answers for the transition mtg doesn't have a take so long |
| 4) RSP -secondary -based on our feeder middle school, all the work is done by the high school team OR it doesn't get done | 4) -insist the middle school do their job-also 8 th grade IEPs should be written w/ high school in mind & w/ the modification or accommodations should reflect this | 4) No response |
| 5) SLP-elem No response | 5) No response. | 5) No response |
| 6) RSP-secondary No response | 6) No response | 6) No response |
| 7) CS-elem -release time for transition mtgs | 7) No response | 7) -what does the law say |
| 8) CS-elem -no standardized plan for meeting -no release time | 8) No response. | 8) No response. |
| 9)SLP-elem -more manageable when at job alike mtg w/ written narrative | 9) No response | 9) No response |
| 10) SLP- elem -attending transition mtg when you don't even know you will be at that site the following year working w/ the child | 10) -attend all PK transition mtg + high profiles ones only | 10) No response |
| 11) RSP-elem -middle school RSP tchr is invited to the sending elem school for transition mtg. Next year's middle school schedule is set up. -to minimize the # of mtgs, tris, annuals & transitions are combined into one mtg. | 11) - times for IEP mtgs are set by the professional judgment of the case mngr for no longer than 2-hr maximum and never to go beyond the hrs of district closure of 4:30 pm | 11) No response |
| 12) CS No response | 12) -no release time to do these -come late in the year and are rushed to get done by the time school ends | 12) No response |

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| 13) ∅ No response | 13) -timely & need to focus on getting info passed from current tchr to tchr receiving student | 13) No response |
| 14) CS-elem -pK stdts have triennial before they leave for K | 14) -no release time for mtgs | 14) No response |
| 15) psych-secondary No response | 15) No response | 15) No response |
| 16) SLP-elem No response | 16) No response | 16) No response |
| 17) RSP-elem No response | 17) -set up mtgs for all RSP 5 th graders | 17) No response |
| 18) ∅ No response | 18) No response | 18) No response |
| 19) ∅ No response | 19) -contact program specialist w/ questions as needed | 19) -This process is good but I would like an outline of when observations are arranged & would like to observe possible placements too |
| 20) ∅ No response | 20) No response | 20) -there has got to be a better way. I still don't get it why the receiving tchr has to be at the transition mtg from pK to K. The mtg is in May or June, by Aug there can be a different tchr, etc. If the future tchr wants to meet the parents, why can't they have mtgs in Aug before the school yr starts with the parent/stdt. |
| 21) NSH-elem No response | 21) - I hold these mtgs sometimes w/o middle school tchr representation because they tell me that their principals don't give leave time to attend | 21) -I like to have these mtgs for kids entering 6 th grade, but I do think that it would be more efficient if they were hosted & held by middle school tchrs at their sites & that the elem tchrs could just be present to transfer existing services. -more continuity btn elem & middle school would be great...a mtg of the minds in the spring. |
| 22) ∅ No response | 22) No Response | 22) No response |
| 23) No response | 23) -PAL case mgr who receives the transitioning stdt has no role in the transition mtg—often unreasonable or elaborate promises are made at that mtg that are unable to be followed through on—ie.1:1 IAs in the GE classroom | 23) No response |
| 24) NSH elem No response | 24) No Response | 24) No response |
| 25) NSH secondary -incoming stdts need to be evaluated for appropriateness of next placement -no official time off to go to elem feeders to assess stdts & hold transition mtgs -lack of visitation of 8 th graders to HS for transition | 25) -try to get as much info from sending tchr -trying to visit the feeder school to observe students in classroom so I have coverage by SDC partner and combine | 25) No Response |

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| | classes for period -encourage parents to visit w/stdt & arrange w/SDC tchrs at High School | |
| 26)RSP-elem No response | 26) No response | 26) No response |
| 27) CS-elem -I think that workload for transition mtg are fine & necessary. However, it would be nice to have adequate sub-time for mtgs to take place. They can't always line up before or after school | 27) No response. | 27) No response |
| 28) ASD-elem No response | 28) No response | 28) No response. |
| 29)NSH-elem I currently do not complete transition mtgs. | 29) No response | 29) No response. |
| 30) NSH-secondary -time consuming to type in addendums & then go back & lock | 30) No idea because addendums must be done & IEPs must be correct for high school | 30) No response |
| 31) RSP-secondary -seems like MS has to contact elem to start -takes away from instruction time w/ current caseload | 31) No response | 31) No response |
| 32)NSH-secondary -transition mtgs occur too late in spring | 32) No response | 320 No response. |
| 33) RSP-secondary No response | 33) No response | 33) No response |
| 34) Itinerant- elem No response | 34) No response | 34) No response |
| 35) RSP-secondary -takes much time from instruction | 35) -we try to do many in one day— streamline as much as possible | 35) -may need to meet more than once for difficult cases |
| 36) CS-elem/preschool -a number of mtgs happen w/in a small time frame -it is a challenge to bring all parties to the table for a mtg. | 36) -I bump transitioning IEPs that fall in May or June back to April to allow time for the process -I notify parents as far in advance as possible when the transition mg will take place. | 36) No response |
| 37) SLP-elem --too many if you are at a site w/ pK and 5 th gr | 38) No response | 38) No response |
| 38) ASD-preschool - being out of the classroom all day for transition mtgs is very disruptive | 38) - typically all mtgs for each tchr are set up on one day | 38) No response |
| 39) RSP-secondary -one hour plus mtg per student off campus For 5→ 6 at respective elem school by end of May -30 incoming students == 30+ extra hours | 39) No response | 39) No response |
| 40) CS-secondary -typically caseloads are formed by District Office so late that parents are now unhappy w/ placements -no time to initiate transfers -parents want closest to home school & this is often ignored -little time to hold 4-5 mtgs that late in the year | 40) -no release time so I must try to fit this into my day before or after school -Encore cannot put the correct inclusion minutes because sending school has different minutes | 41) -paperwork for transition mtg should happen at the annual mtg |
| 41) CS-elem -no time for mtgs -no release time | 41) No response | 41) No response |

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| 42) RSP-secondary -time take from professional growth/prep periods to attend middle school for recommendations on incoming 8 th graders -parent mtgs held during tchr prep periods. | 42) -continues to be efficient -would suggest middle schools be receptive to transition paperwork | 42) No response |
| 43) RSP-secondary -no release time for going to as many as 6 feeder elems or as many as 5 high schools -loss of instruction due to completing addendums in Encore -sending school minutes do not jive with receiving school minutes so Encore just adds them all into one lump sum—does not recognize June ending and August restart -IEPs could be out of compliance if an MD occurs prior to the writing of a new annual at the receiving school -middle school gets slammed with roughly 30 incoming transitions and 30 outgoing transitions -difficulty w/ PTG once addendum is written -no formal process for transferring gray folders from one school (program) to another | 43) -I stop teaching so I can do IEP paperwork - Group meeting with incoming parents to lessen the amount of repetitive info I say over and over at each mtg. - case manager must pack up own gray files to ship to the receiving school -sometimes I walk the gray file to the receiving school and other times I just put it in district mail. One year I shipped 6 boxes of files to high school and spent over 30 hours one week in early July getting all the files in order prior to shipping—we do not have a clerk to handle the middle school files like high school does - I complete transition mtg info in pen and then place that into the gray folder because there is not enough time to enter all the 30+ transition addendums into Encore no matter which tchr does it | 43) -no matter how you divide up 50-60 transition meetings in May among tchrs at middle school RSP dept, there still exists a huge impact on the instruction of stdts to get these done. At 15 minutes per stdt mtg, that is a huge amt of time with no release compensation—instruction is being impacted |
| 44) NSH-elem No response | 44) No response | 44) No response |
| 45) RSP-elem -time consuming but necessary | 45) -get subs for receiving schools | 45) No response |
| 46) CS-secondary No response | 46) No response | 46) No response |
| 47) NSH-elem No response | 47) No response | 47) No response |
| 48) RSP-secondary No response | 48) No response | 48) No response |
| 49) NSH- secondary -Encore takes too much time | 49) -takes time away from teaching -I cannot do it all. -I go in over my vacations to do Encores | 49) No response |
| 50) CS-elem -Encore is impossibly slow & unfriendly | 50) -video time. They keep telling me to be creative. | 50) No response |
| 51) NSH-secondary -Encore is a mess-other districts love their IEP programs—SPED forms??? | 51) No response | 51) No response |
| 52) NSH-elem No response | 52) No response | 52) No response |
| 53) ASD-elem -take too long - too much paperwork -Encore is not user friendly | 53) No response | 53) -there are better programs than Encore. |
| 54) CS-elem -there needs to be a group mtg scenario during our contract day -we have way too many mtgs as it is. | 54) No response | 54) No response |

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| <p>55) RSP-secondary -at times elem or middle school sites send along a stdt w/o having the 'tough' conversation w/ families about the reality of the stdts' abilities or disabilities as they relate to their being able to access PUSD's rigorous GE classes. We cannot just send a stdt along to the next level of math or English when they haven't passed their current level</p> | <p>55) No response</p> | <p>55) -The job of an elem RSP or a secondary RSP teacher varies GREATLY.</p> |
| <p>56) CS-secondary -this area is not that much of a challenge if I get a sub to cover my class for the mtg.</p> | <p>56) No response</p> | <p>56) No response</p> |
| <p>57) CS-Elem -scheduled for 30 min but they usually last 45 min to one hour and are always after school</p> | <p>57) No response</p> | <p>57) -I believe release time should be provided.</p> |
| <p>58) CS-Elem No response</p> | <p>58) No response</p> | <p>58) No response</p> |