

Exceptional Education Services

Essential Questions:

- To what extent have I been supported in working with children with disabilities

<u>Supported</u>	<u>Partially Supported</u>	<u>Not Supported</u>
Detailed information of students(s) IEPs/504 plan for each student	Many Ex Ed teachers are willing to support Gen. Ed teachers, but others not so much	Halfway through year a self-contained class teacher informed her students would be mainstreamed-no time to think through, no support for Gen. Ed. Teacher- <u>Scary for the students being uprooted midyear!</u>
Was given a co-teacher	Process for having students tested when an educator(s) have concerns, can take up to 6-12 mos.	Ex. Ed. Teacher is asked to sub, therefore, students are not serviced
504s are well explained and teachers can give input	Identified speech language students not being pulled consistently for their minutes	Ex. Ed. Teacher is asked to do other chores (testing schedules) – students are not getting services
Teachers are part of IEP meetings with child/parent/teachers	Identified resource children not being pulled or seen for their minutes	SPED teachers are evaluated on their sub group, should get school score
TA's are certified/educated	Behavior Plans-Data collected at a site needs to be accepted when child moves to new school. Do Not start process over.	No access to Synergy, etc. to view IEPs & 504s- Left to figure it out on my own sometimes
Work in long term inclusion program with amazing staff	Participation in IEP meetings (signing only)	The process for inputting 504s into Synergy-long & time consuming plus meetings...ZERO compensation-Stipend for extra work added...504 coordinator
Being able to access IEP's on Synergy is a great help	Protocol exists to obtain IEPs if no showing on synergy, but not 504 plans. It is very hard to obtain current 504-plan info.	Have to fight Ex. Ed. Dept. EVERY YEAR to keep out staffing. Seem to care more about saving \$ than serving students
	Case workers aren't always following their case load	Psychologist load large can't see all referred students
	Ex. Ed. Teacher works with students and helps progress well, but daily/weekly progress info. is not communicated	MTSS not supportive, too long doesn't help
	When student is not behaving, there are people to help.	Severe behaviors for incoming kindergarten (all grades)-Need imed./emergency plan (middle school too)
	Lack of collaboration between Gen. Ed. Teachers and Resource Teachers possible with current time/schedules and PLC use	Resource teacher doesn't pull students consistently
	TA's are sometimes not too certified or educated	Accommodations of physical space

	to be aids.	
	We have been told Ed. Ed. TA's are for ADL (Activities of daily living) only – not to be used for instructional support. This hurts inclusion	Dual language & Exceptional Ed. Connection? How to best support/should a second language be included
	Co-teachers behave like aides or only focus on SPED students	No support to select appropriate materials & resources for my Ex. Ed. Students in my classrooms.
	Need more conversations about appropriate strategies	Adapted PE resource not provided
	Ex. Ed. Experts need to help Gen. Ed. teachers support learning	Kids that are gray area (don't qualify but have low IQ) do not receive any support
	Inclusion teachers should be included as teacher of record (co-teach)	MTSS double dips as Tutor limiting meeting times
	Need more Ex. Ed. Inclusion sections for ELA & Math-too high # of Ex. Ed – 10/25	MTSS coordinator needs to know what they are doing
	Regular Ed. Teachers give me a heads up on an 'as needed' basis	Lack of ASL interpreters, chronic shortage. They flee to other places due to long HR hiring procedures.
	Gen. Ed. Frequently lack info. needed to truly support student	My site has been allowed to get to 47% Ex. Ed. Because of lottery procedures
	Some students are not being identified until 7 th /8 th grade and have been in district for years.	No clear plan for behavior issues related to SPED students (ie effective interventions) *Limited ability to suspend & behavior plan
	Early identification Many years in MTSS	Inclusion model – Cap of percentage of IEP students to non (Not IEP heavy class for inclusion model)_
	Support early intervention models	Consistent testing
	Parents not understanding students Social/Academic needs	We have no Ex. Ed. Resources at school, but we do have mainstreamed Ex. Ed. Freshmen, so we have to 'borrow' resources from Rincon. They try to help, but these aren't their kids, so they don't know them well & have trouble helping. It's all a confused mess, parents don't know who to talk to, etc.
	Resource teachers pulled to take care of behavior disruptions	MTSS process takes too long-too much documentation
	No clear definition of what is an intervention VS and accommodation	At times, bounced around for an answer. Not told "I'll find out and get back to you"
	Poor communication between MTSS	Given class with all Ex. Ed. Students no training
	Never plan together or received specific differentiated lessons	50% pass rate
		It's impossible to fail Ex. Ed. Kids

		Told "What to do" and not "How to do it".