

**Strategy I-Culture of Ownership  
12/2005-Compiled Additional Survey Responses**

**Staff Development**

<b># of Responses</b>	<b>Summarized Comments</b>
5	✓ Need Sped offerings on Prof. Growth Days-job specific, legal training, conflict resolution, IEP facilitation for staff, test administration and interpretation.
1	✓ Training and procedural manual for discipline, behavior plans, & manifestation determination
11	✓ IA training
3	✓ New teacher training to include test administration & interpretation
3	✓ Sped teacher training on evaluation & management of IAs. New teachers need training before they are expected to manage 4-5 IAs and IEP team members
1	✓ Expectation to be current on latest 'techniques', but no funding for conferences/workshops.
1	✓ No Gen Ed staff training on Sped roles although Sped staff required to be at Gen Ed. activities/in-services
1	✓ Sped provides wonderful, relevant IA training. Job alike meeting are a great source of support---my fellow RSP teachers share much with me
1	✓ Can use more training to prepare students to pass CAHSEE—IAs too
1	✓ How do we address graduation requirements and programming?

**Program Consistency at Site Level**

<b># of Responses</b>	<b>Summarized Comments</b>
1	✓ Good district model, but sites inconsistent in implementation, no enforcement/inconsistent monitoring
1	✓ No administrator at IEPs and SST not monitored by administration
1	✓ IATs run by Sped
5	✓ Sped included, but not welcomed
3	✓ Often not included in Gen.Ed activities---no bridging between Sped/Gen. Ed.---we do on our own time and budget
2	✓ Often disagreement about who (district, site, personnel) is responsible to support classroom & teacher---teacher caught in the middle.
1	✓ Very supportive campus but overall resources to do quality job are inadequate
2	✓ Gen Ed teachers bypassing intervention processes, and sending problem kids on to Sped testing/instructing parents to request testing
1	✓ All sites vary in resources, record keeping—many do a lot with little---I'm at many sites so a few schools make score look lower "moderately implemented)
1	✓ Survey did not address workload-paperwork, recordkeeping, teaching, insufficient IA support reduce communication & collaboration with Gen. Ed.
2	✓ Students are not appropriately place for many reasons---full programs, parent resistance, etc. Creates burdens on programs, site, and student—district needs to be stronger

**Resources (Human)**

<b># of Responses</b>	<b>Summarized Comments</b>
6	✓ Often no subs for IAs---can jeopardize student safety, deprive students of service, teachers only able to teach some, etc.
1	✓ IAs need for SLPs to address increased caseloads, IEPs, & testing
1	✓ DIS personnel spread too thinly, and at too many locations
1	✓ Nurses should only cover 3-5 schools
3	✓ Need to establish SDC, SLP, CS, and Nurse caseload limits
1	✓ Do we need a Prog Sp at all SDC meetings?

2	✓ Prog Sp have non-mandated duties---too many and too much \$
2	✓ Encore increases (doubles) my workload
4	✓ IAs not all hired and often takes months while impacting program/service quality---seems IAs staffing by “squeaky wheel approach
1	✓ When caseload over limit and itinerant RSPs assigned---IA time should also increase.
1	✓ Why do we test more than any CA district and give a greater array of tests and still have so much litigation?
1	✓ Some teachers report when student of alike ability scheduled together, less need for IAs.
1	✓ Unqualified IAs difficult to release---get moved to other programs. Teachers need to know how to document and give feedback to staff---also need documentation to issue warnings and suspensions
1	✓ 2 adults to serve 12-16 SDC students may seem ok per numbers, but not so when academic and behavior needs factored in
1	✓ Would like to CS preschool get 6 hr IAs vs 3 hr

### Resources (Other)

# of Responses	Summarized Comments
12	✓ District should provide sufficient up-to-date tests and protocols to sites—based on #s
1	✓ District should have central location for less frequently used assessments
1	✓ Lack of texts—copy budget is high
1	✓ CS materials all teacher made
17	✓ Student materials at some sites and not others---much of it outdated, purchased or made by teachers, provided at some sites, or acquired over time. This goes for teachers and DIS providers—all teachers need access to quality materials
5	✓ Need forms and Encore forms in Spanish and other languages---how about a bi-lingual assessment team?
1	✓ No site budget—can’t order workbooks only basics like tape
1	✓ Bathroom facilities for students
1	✓ Itinerant computer
7	✓ Classrooms too small or inappropriate. Asked to teach certain subjects like science or multiple groups of students in small or ill-equipped spaces
1	✓ I can copy and use site materials
3	✓ No curriculum for SLPs or preschool---SLP has own material—no core set is recommended
3	✓ Sped get leftovers—furniture, curriculum, technology
1	✓ Not enough research-based curriculum
1	✓ CS curriculum (SEACO) not being used—results in inconsistency and lack of accountability—when?

### Parent Communication

# of Responses	Summarized Comments
4	✓ Need more parent training—behavior mgmt, support groups, IEP process, realistic expectations, 2 <sup>nd</sup> language speakers
3	✓ Need resource (like old pamphlet) to explain programs, resources, parent committees, services etc.
1	✓ Overall parent satisfaction is high—additional opportunities through CAC, back-to-school, district website