

LAUNCH FAQs W/Responses RE: Assessment Team Proposal

Q: What is the proposed class schedule/work hours?

A: Work hours for certificated staff will be 8:00 am - 3:00 pm *

- AM class: 8:15am - 11:15 am
- PM class: 12:00 pm - 3:00 pm
- *All certificated staff report to campus 15 minutes prior to the start of the AM class time and remain a sufficient time after the PM class to take care of student needs, attend scheduled parent conferences, administrative conferences or meetings, and to participate in assigned and voluntary adjunct duties.
 - Lunch will be from 11:15 am - 11:45 am
- These class times were created with input from the staff, in consideration of a wide variety of variables including elementary start/end times to avoid traffic and pick up/drop off conflicts, time for class set up, etc.
- Classified Child Development Instructor (CDI) hours (40 hours per week) will be 7:45 am - 4:15 pm
- EA and Para hours would vary depending on if they are a 3.5 hour, 6 hour or 7 hour employee.
 - 3.5 Hour Paras/EAs hours will be 8:00 - 11:30 am or 11:45 am - 3:15 pm
 - 6 Hour EA hours will be either 8:00am - 2:30pm or 8:45am - 3:15pm
 - 7 Hour EA hours will be 8:00 - 3:30 pm (with a lunch break at 11:30 - 12:00)
 - The 7 hour EAs may help with classroom prep/clean up as well, depending on the assignment
- Preparation time for each class, with support from paras, EAs, CDIs etc is 8:00 - 8:15 am and 11:45 - 12:00 pm.

Q: Can we change the class time from 3 hours to 2 hours and 45 minutes?

A: No, not at this time. As we continue to combine with our CSPP Tykes program, the required time for those classes is 3 hours. Additionally, many service providers are already challenged with fitting in needed service time(s), depending on the student, given the three hour class day we already have.

Q: How will you ensure that we get our lunch each day when parents pick up late from the AM class?

A: We will have only one EA at the front gate and one EA at the side gate each day at the following gate times:

- 8:10 am-8:25 am
- 11:05 am - 11:20 am
- 11:55 am - 12:10pm
- 2:50 pm - 3:05 pm

For the end of the classes, we will open gates at 11:05 am and 2:50 pm and classes can begin dismissing students at 11:10am - 11:15 am and 2:55 pm - 3:00 pm, respectively. We are asking that all staff communicate pick up times with families (in addition to the newsletter and other materials sent home to families) about pick up times and procedures along with the importance of regular attendance and dropping off/picking up on time. The remaining EAs will be assigned to the classrooms to assist with supervision and ensure that students who have transportation are escorted to the bus safely and on time. At 11:15, the ECSET (and CDI) can leave to have their lunch. At 11:25 am and 3:10 pm, any remaining classroom students will be escorted by the para/EA to the office where parents will sign them out at the office. The office team will remind parents about pick up procedures and the importance of being on time for staffing needs. To ensure adequate breaks for staff, we will close the office from 11:30 - 12:00 each day to the public (not answer phone calls, etc) and communicate with our families regularly that this is the lunch period for our staff.

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Q: What if a parent wants to talk at dismissal and I'm heading out to lunch?

A: At the beginning of the year, please encourage parents to touch base with teachers during the drop off time, while students check in and have free play. If they would like to discuss something specific at pick up time, please arrange for a time to have a meeting - spontaneous conferences are challenging, no matter the time, and it would be more beneficial for parents to have your undivided attention during a phone/zoom conversation. Another option would be for them to send you an email.

Q: Is it legal for a para or EA to supervise a student before/after school?

A: Yes, adult supervision is approved outside of the school day. In order for the minutes to count as instructional minutes during the instructional day, a CDI (for general education classes) or an ECSET for SDC classes (or qualified substitute) need to be present. After the bell rings, it is adult supervision, where two adults are recommended. As a side note, the entire Tykes staff are classified employees that assist in adult supervision. The ratio for licensing is 1:8 for Tykes, 1:12 for preschool. Two adults are preferred. Each classroom will have a para and EA at dismissal (for 11:15 am and 3:00 pm)

Q: What are the required/assigned adjunct duties vs. the ones that are voluntary or nice to have?

A: [Click here for the *draft* of updated necessary vs. nice to have adjunct duties.](#)

Q: Will we still have progress reports for parents in December and March?

A: Although canceling school 4 days per year for progress reports puts a strain on families and students miss out on services, we can continue to keep the schedule the same while we look to see what is feasible. Perhaps we can look at alternatives. We cannot cancel the Tykes class @ Launch, so as a solution, we will have a sub for that classroom. For parents not wanting to meet in person, zoom can continue to be an option and/or sending the benchmark progress report home.

Q: What will happen if an assessment team member is absent?

A: If it is an assessment or observation day, the assessment and/or observation will be to be rescheduled. If it is an IEP day and the team member is able to attend the meeting(s) via zoom, then the meeting can continue as planned, otherwise, it will need to be rescheduled. School Psychologists are able to conduct the academic portion of an assessment, if necessary.

Q: What happens if an assessment team member is out for a long period of time?

A: If an assessment team member goes out on leave for an extended period of time, we will ask staff members if anyone would like to volunteer to take their place. If no one wants to move to the assessment team, we will ask other qualified certificated staff in the district to see if they are interested in being on the assessment team. If no one volunteers, we will hire a temporary qualified person and ensure that they have received appropriate assessment team training. If the team member is a Psychologist or SLP, we could also hire an outside agency to conduct assessment during a long term absence.

Q: If the assessment team possibly changes each year, how is that helping with consistency?

A: Moving from 16 assessment teams each year to 2 assessment teams each year increases the consistency for that individual year. The professional development for 6 staff members (two teams of 3 members: 1 SLP, ECSET, and Psych) is much easier to focus on consistent test administration as compared to training 16 ECSETs, 8 SLPs, and 4 Psychs.

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Q: Would we get pulled during our PLC time to cover a class/sub?

A: Every effort is made to protect PLC/IEP Prep time as many teachers may have scheduled annual or amendment meetings with parents. To support the protection of this time, we plan to evaluate attendance rates of the class without an ECSET sub along with other classes to determine if we can possibly combine classes/students.

Q: How do we ensure that we get proper substitutes for our classes?

A: As with any certificated position in the district, putting the absence in Aesop with as much notice, can assist in finding a sub for the class. Additionally, subbing positions that are full-day tend to be filled first, as substitutes prefer to work a full day for more pay. In the past, many Launch absences are submitted as half days, which can be more challenging to secure a substitute. We will continue to work with the sub desk to prioritize subs at Launch given the high needs of our students.

Q: How will the Assessment Teams be decided?

A: A google form of preferences will be sent out for staff members to indicate their preferences for the upcoming year. The assessment team (for ECSETs and SLPs) would be a temporary one-year assignment and would be open to being changed year to year. The criteria for the assessment team would be a combination of teacher preference and administrative selection. The administrative selection would consider strengths needed for the assessment team: strong report writing skills, creating strong SMART goals tied to Preschool Learning Foundations, great interpersonal relationship-building skills, and strong assessment skills with a focus on access to the Least Restrictive Environment to support student learning. A staff member would not be asked to participate in the assessment team for more than one year, but could continue if mutually agreeable. This has been discussed at several staff meetings, including the most recent one on 5/19.

Q: What happens to a teacher's materials if they are on the assessment team?

A: Many of the classroom items are purchased each year with Launch funds. It is recommended that the classroom materials remain with the class and the teacher would only take personal items to be stored at their home.

Q: Who will pick up the assessment team assignment if no one wants to do it, such as an SLP?

A: We will inquire with other qualified certificated staff members throughout the district to determine if another team member would like to participate on the assessment team. Otherwise, we will make a temporary, one-year assignment given our current staffing.

Q: What is the caseload for Co-Teach classes:

A: Up to 7 students in the AM class and 7 in the PM class - so 14 students.

Q: What is the caseload for Itinerant Teachers:

A: As these students require less service minutes, the caseload can be up to 18 students. If a teacher has 7 in the AM, they could also serve as a PM Itinerant teacher with up to 8 as itinerant support. Typically, our itinerant teacher supports 6-8 students in the PM this year.

Q: What is the caseload for SDC Classes?

A: In the past, SDC classes have typically had up to 10 or 11 students in the past, (Max 12), that is the plan for next year as well. Although it was originally scheduled to only offer 5 SDC classes, due to changes in enrollment, we are planning to still have 6 SDC classes at this time (which is the same as this year). While we

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make this transition to an assessment team model, we want to ensure that classes are balanced. This year, most SDC classes only have one PAL at this time as we are struggling to recruit students who want to participate in the program. We are focusing our efforts on increasing inclusion for the Co-teach classes, as they have a general education teacher (CDI) and we are looking for the ratio to be at least 50% typical peers. SDC students continue to have access to typical peers during recess time for at least 25 minutes (14%) of the 180 minutes each day.

Q: Will an SDC Teacher teach both in the AM or PM?

A: SDC teachers would teach in the AM OR PM, then serve either as a roving specialist (support up to three collaborative classes per week to allow for PLC/Prep time for the Collaborative ECSET) OR they would be an itinerant teacher for the other ½ of their schedule. For example, if the SDC teacher has 10 students in their class, the Itinerant caseload would be up to 4. Typically, Tykes Itinerant students have ~30-60 minutes of service support while they are in an inclusive Tykes classroom with a paraeducator.

Q: Does the Roving Specialist/SDC teacher need to input the service minutes into the SEIS service tracker?

A: No. We will treat this time just as we do when teachers are out with a sub. The Case manager for each student will continue to input minutes into Service Tracker. The support team is still under direction from the Case manager, and we plan to provide binders for each classroom with tabs for each student so that the case manager can print each child's Goals, Accommodations/Modifications, BIP, etc) for quick reference.

Q. Will the roving specialists/SDC teacher be required to create a lesson plan for the classes they are teaching each week?

A: Yes, planning time is given for the SDC Teachers/Roving Specialists to prepare a 3 hour lesson to be used 2-3x/week as they serve in the Roving Specialist Role as part of the regular schedule each week

Q: If you haven't done assessments for a year or more, wouldn't this be a skill that could be lost over time?

A: As with any new/changing position, professional development and support would help any staff member who feels "rusty in the skills required for the position.

Q: Will every certificated staff member have the same work time? (SLPs, ECSETs, Behavior Teachers, Assessment Team Members)

A: Yes. 8:00 am - 3:00 pm. However, the assessment team will have observational days and could begin their assignment at a preschool site as part of the full assessment data collection process.

Q: Is the school site administrator required to be on campus when students start/staff starts and/or when students are present?

A: No. The Coordinator of Early Childhood Education oversees 6 preschool campuses (Launch, Arlington, Lincoln, Torrance Elementary, Wood, and Carr) in addition to attending district meetings and functions. Often, the administrator is starting the day at another site and may not be on campus when staff or students start. If questions or concerns arise, reach out to one of the two staff assistants for support if the matter is urgent and the Coordinator can be reached by phone. Additionally, staff can reach out with questions or concerns at any time by email if there is a pressing issue. Similar to elementary sites, we can plan to have a lead teacher for both

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AM or PM, along with the Lead Teacher Stipend, to be a resource when the administrator is off campus. We can also plan to have lead Psychs from the Assessment Team receive a Lead Teacher Stipend to support the site.

Q: How will this affect Behavior Teachers? One is leaving this year and there are no plans to hire the third to replace the retiring Behavior Teacher.

A: Next year we plan to have two staff members supporting students with Behavior Intervention Services. Across the district, caseloads for Classified Behavior Analysts at elementary sites, including those with SDC classes, range from 46 - 72 students. Currently, the caseloads for our three Behavior Teachers are 38, 23 and 54 respectively. As we expect our Launch enrollment to continue to decrease, even if we kept these same numbers, and divided the total between 2 instead of 3, the caseload for the two teachers is ~ 58, which falls within the range of the district average. The EA staff, supervised by the Behavior Teacher (ECSET) can continue to help with data collection, observation, student support and services.

Q: What would happen if a Behavior Teacher went out on leave?

A: We would hire a classified Behavior Analyst or use a contracted agency with a BCBA to long-term sub for an absent staff member to continue services and supervision support of EAs.

Q: Is there a plan to balance classes?

A: Yes, we will make every effort to balance AM and PM classes/caseloads between teachers, when feasible, as appropriate for the specific type of class required for each student. However, parent preference at the beginning of the year regarding AM or PM class offerings often causes our morning classes to be more full. As new students meet eligibility requirements needing a classroom placement, we will continue to keep classes as balanced (by caseload) as possible.

Q: TK/K Transition paperwork takes time. Inputting service hours into the Service Tracker takes time. How are we going to accomplish all that is needed?

A: Each ECSET gets three hours per week (per class taught) built into the workday to accomplish tasks, which include PLC time, IEP meetings, and paperwork. Additionally, the office team is trained to assist in scanning/uploading documents to SEIS, as all files will be digital moving forward. All case managers across the district are required to log service hours for their caseloads into service tracker. Additionally, transitions also occur at the 5th grade, 8th grade and 12th grade level and the requirements/expectations for Special Education Case Managers are consistent across the district. The district will also be working on standardizing transition meetings for all grade levels.