

District Responds to CAUSE INQUIRY

Instructional Aide Support Clarification Needed & Requested

CUSD Colleagues,

CAUSE received the District's response to the Union's recent inquiry regarding **Instructional Aide** service during the COVID-19 closures.

Union Leadership is pleased that the District recognized the importance of our inquiry.

We are certain that such transparency adds value as faculty and support staff strive to implement "Remote Learning" system-wide. We believe that communicating these decisions and policies will do much to both empower our Instructional Aide colleagues and improve the services they are currently being directed to provide.

We have included the District's response below.

Begin District Response

Carpinteria Unified School District

Question from CAUSE:

1.) Given the limited number of service hours per day, what is the current focus for classified employees: (A) trainings or (B) student support?

CUSD Response

The COVID-19 pandemic has highlighted the importance of maintaining the same recommended principles and practices as when Instructional Assistants (IA's) are deployed

face-to-face. Therefore, CUSD IA expectations will continue to focus on student instructional support (e.g. individual tutoring, small group supplemental instruction), non-instructional support to special education teachers/service providers (e.g. preparing instructional materials, converting materials for posting online, audio and/or video recording of instructional materials, implementing social connections online, phone check-ins with families, and ongoing professional development. The District has provided IA's with Chrome Books and Internet access, for those who have requested, to engage in the tasks that are expected of them.

Question from CAUSE:

2.) Are IAs expected to meet with students directly (via ZOOM, GOOGLE MEET, or similar online meeting place)?

CUSD Response

IA's are expected to meet directly with students via Zoom or Google Meet. All remote instruction provided by IA's should be based on written instructional plans created by a special education teacher that include a data collection component. IA instruction should primarily focus on:

- *practicing* already acquired skills • *minimizing* education regression
- *strengthening* maintenance and generalization of learned skills. Primary and first instruction remains the role of the teachers and special educators.

Question from CAUSE:

3. If so, (see no. 2 above), what are the parameters for these meetings, in regard to: a. supervision from certificated teachers?

CUSD Response

a. **Supervision** – The work of IA's will be directed and overseen by a special education teacher to guide their work. IA's will be provided with a consistent and regular schedule established by the special education teacher. All remote instruction provided by IA's will be based on written instructional plans created by a special education teacher that include a data collection component.

Question from CAUSE:

3. If so, (see no. 2 above), what are the parameters for these meetings, in regard to: b. the legality of 1:1 sessions between IA's and students?

CUSD Response

b. Legality of 1:1 Sessions – IA's are permitted to provide essential duties that are carried out when they work face-to-face in schools. Federal Educational Rights and Privacy Act apply equally to instruction taking place in a virtual environment as in a brick and mortar facility. The U.S. Department of Education recently released guidance that remote classes do not violate the Family Education Rights and Privacy Act (FERPA).

Question from CAUSE:

3. If so, (see no. 2 above), what are the parameters for these meetings, in regard to: c. how the time/service hours are monitored?

CUSD Response

c. Monitoring of Time / Service Hours – IA's should be provided with a consistent and regular schedule established by the special education teacher to document time / services / student progress. In addition, IA's are responsible for completing and submitting an IA Professional Development (PD) Documentation form that notes 25 PDs completed and completion dates to the Director of Special Education.

Question from CAUSE:

3. If so, (see no. 2 above), what are the parameters for these meetings, in regard to: d. the recording of such instructional support via ZOOM, GOOGLE MEETS, or similar online meeting places?

CUSD Response

d. Recording – It is advised that any remote instructional support provided directly to a student(s) not be recorded by any CUSD staff member at this time.

