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CTA Grant Will Provide Visually Impaired Students with 3D Printed Materials

The California Teachers Association Institute for Teaching (CTA IFT) has awarded Michelle Michaeloff nearly \$5,000 for “Tactile, Tangible Teaching.” Michelle works with visually impaired students. The grant will pay for a Pro2 3D printer and associated materials.

When a student is blind or low vision, a visual image and audio description have very little meaning. Tactile and tangible items need to be felt and explored by the students for them to really understand. With 3D materials students can feel and explore independently.

The grant was originally submitted by Karen Danhour who has resigned from the District and is now a member of the Los Angeles County Education Association.



You Have Rights If Involuntarily Reassigned Classroom, Grade, or Subject Matter Changes Offer 1 Day Release

If your classroom, grade, or subject matter was *involuntarily* reassigned, Article XIII. Transfer and Reassignment Policy Section D2, page 32 applies to you.

The District reserves the right to reassign a Bargaining Unit member to a position in their credential area at any time if, in its judgment, such reassignment is in the best interests of the District. Opportunities shall be made available for Bargaining Unit members to voluntarily seek a reassignment prior to the implementation of this section. The administration shall make every attempt to follow personnel practices that will maximize the potential of the Bargaining Unit member and enhance good personnel relations. Reassignment shall not be made arbitrarily or capriciously.

- a. A conference shall be held with the Bargaining Unit member outlining the specific reasons for their assignment and rationale in writing shall be provided the Bargaining Unit member upon request.
- b. Whenever possible, reassignments shall be announced no later than May 15. Bargaining Unit members who are reassigned after the beginning of the school year, for program or enrollment needs, shall be given five (5) working days notice. Bargaining Unit members shall be given one (1) day of release time following the notice period and prior to the first day in the new assignment.
- c. **In the event that notification of a reassignment occurs during summer, the Bargaining Unit member shall be entitled to one (1) day release time within the first twenty (20) days of the next school session.**
- d. The District shall provide assistance in moving materials to any new work location. For purposes of this subsection. the term "Assistance" shall mean the provision of a sufficient amount of packing materials and the moving of non-personal and non-site allocated items. Assistance shall include:
 - 1) Boxes and packing materials
 - 2) Assistance shall constitute creating a moving plan with the site administrator

Long COVID Conditions Impact Children and Students in Various Ways

The COVID-19 pandemic has created significant challenges for schools in meeting the needs of all children and students in early childhood, elementary, and secondary. These challenges will continue as schools and public agencies seek to ensure support and equity for children and students experiencing the long-term adverse health effects of COVID-19, commonly referred to as long COVID.

[The U.S. Department of Education’s Office for Civil Rights \(OCR\) and the Office of Special Education and Rehabilitative Services \(OSERS\) have written a joint paper](#) to provide information about long COVID as a disability and about schools and public agencies’ responsibilities for the provision of services and reasonable modifications to children and students for whom long COVID is a disability. **The focus is on two Federal laws: Section 504 of the Rehabilitation Act of 1973 (Section 504) and Parts B and C of the Individuals with Disabilities Education Act (IDEA).**

The U.S. Centers for Disease Control and Prevention (CDC) has identified **long COVID** as another term for post-COVID conditions. According to the CDC, post-COVID conditions “are a wide range of new, returning, or ongoing health problems people can experience more than four weeks after first being infected with the virus that causes COVID-19. Even people who did not have symptoms when they were infected can have post-COVID conditions.”

Preliminary studies show that children and students of all ages may experience long COVID, which can produce a combination of symptoms, including:

- Tiredness or fatigue
- Difficulty thinking or concentrating
- Headache
- Changes in smell or taste
- Dizziness on standing
- Fast-beating or pounding heart
- Symptoms that get worse after physical or mental activities
- Chest or stomach pain
- Difficulty breathing or shortness of breath
- Cough
- Joint or muscle pain
- Mood changes
- Fever
- Pins-and-needles feeling
- Diarrhea
- Sleep problems
- Changes in period cycles
- Rash
- Multiorgan effects or autoimmune conditions

Long COVID is an emerging issue that may affect many children (and educators) across the country. Early intervention and local educational agencies need to ensure that children who are living with impaired development or health due to long COVID that is a disability are identified and are provided the appropriate services and supports covered under IDEA.

—Katherine Neas, Acting Assistant Secretary for the Office of Special Education and Rehabilitative Services