

Student Services Parent/Guardian Presentation

Agenda:

8:30-8:50 Preschool Information

8:50-9:00 Preschool Q & A

9:00-9:20 K-8 Special Education Information

9:20-9:30 Special Education Q & A

Please put questions in the Q & A box. We will take time at the end of each presentation to answer questions. If we cannot answer all questions, we will make sure we answer them and will provide a Q & A sheet in the Student Services section on the District Website. We cannot answer child specific questions to protect confidentiality-please reach out.

DESE GUIDANCE

On July 9, 2020 DESE released [Comprehensive Special Education Guidance for the 2020-21 School Year](#) to provide further guidance related to special education models and services.

DESE Guidance:

- Students must receive all services in their IEPs through in-person or remote instruction or a combination of both
- “Instruction and Services Model (structured lessons, teletherapy, video-based etc)”
- Emphasis on in-person to the “extent possible” (health and safety considerations)
- Prioritize in person instruction for PK aged students and students with “significant and complex needs” (if the district had a hybrid or remote model we would look at individual need for additional in-person-need to prioritize safety)
 - Students in self-contained/substantially separate programs
 - Disability impacts engagement
 - Homeless and Foster Care students
 - Dual diagnosis English Learners

LPS IS PRIORITIZING IN PERSON AND/OR VIRTUAL LIVE INSTRUCTION

Preschool Model

The Lincoln Preschool program values and is prioritizing in-person instruction. Consistency in scheduling for the preschoolers was a focus in developing schedules due to the age and developmental level of the students. Opportunities to be in school everyday were valued over alternating days for cohorts of students.

- Smaller cohorts at the preschool in both Lincoln and Hanscom
- Classroom composition will be different this year
 - Cohorts may not be fully integrated
 - Peer role models will be placed into cohorts with a focus of maintaining smaller class size
- Some 4 hour sessions may be changed to morning/afternoon 2.5 hour sessions to allow smaller cohorts and additional class sessions
- Students receiving in-person instruction, will receive a combination of direct in-person instruction from related service providers and/or virtual/live sessions from related service providers with in-person support from a tutor from the classroom.
- Formulating classes and hours of the class will be determined once the enrollment has been completed by parents

Preschool

Resources/Guidance: Department of Elementary and Secondary Education,
Department of Early Education and Care, Massachusetts Early Childhood Special
Education Leaders

Focus:

- Health and safety of our preschool students
- Education including social/emotional well being
 - Prioritize live/in person programming with a consistent schedule
- Environment that promotes learning but is nurturing

We know that the preschool will look different when we return but we are committed to creating classrooms and procedures that are inviting and support the learning of preschoolers. Preschool students will be wearing masks and teachers will actively support them in working towards this expectation.

Preschool Next Steps

- Parent decision: live/in person, remote or other
- Placement in cohorts of 10 (with parent notification)
- Decision making:
 - a. Drop off/pick up
 - b. Configuration of classrooms (including furniture, rugs, etc)
 - c. Procedures for toileting, hand washing and activities of daily living
 - d. Schedules
- Communication with families
 - a. All procedures including pick up/drop off and schedules
 - b. Videos/stories to prepare preschool students for preschool classrooms
 - c. Videos/stories to prepare preschoolers for wearing masks
 - d. Visits (remotely or in person) to the classrooms

Special Education

Regardless of the model, Special Education will provide students with disabilities with a free and appropriate public education (FAPE). IDEA will be fully implemented.

Our goal is to provide in-person or live/virtual sessions while reducing the adult physical contacts to prioritize health and safety

Special education will:

- Prioritize and provide in-person and/or virtual live individual and small group instruction to all students as per their IEP
- Will provide in class supports for in-person learning as required (tutor support in class)
- Will communicate with families regarding services and schedules
- At this time, Team Meetings will be live/virtual to reduce in-person contacts and visitors to the school

In-Person Model (K-8)



Cohort Classrooms- Balance ratio of special education students within the classroom to support inclusion

- Special Educator-working to assign to a grade level and the cohort groups in that grade level (**no more than three cohort groups**)
 - Pull out services for small groups/individuals in alternative spaces to support distancing
 - Consultation to the teacher regarding supports/accommodations (virtual consultation)
 - Tutor support in class for those students who require in-class support-Tutor attached to 2-3 cohort classrooms
 - No mixing of cohorts

In Person K-8

Related Service Providers (SLP's, OT/OT and Mental Health)

- Assigned to no more than 3 cohort in-person groups
- Students on the caseload not seen in-person provided live/virtual sessions (tutor support with students outside of the classroom)
- Rotate- 2-3 new cohorts with time in-between/allows the provider to see all students in-person at intervals
- PT will spend in-person extended time on each campus (not going back and forth) with the same rotation and cohort guidelines (additional PPE required)

REMOTE MODEL (K-8)



- Students will be provided with live/virtual small group or individual sessions (special educator/related services) as indicated on the IEP (Grid C)
- Follow up work to reinforce the lesson
- Possible pre-taped lessons in addition to virtual/live
- Services will be provided on consistent days and times
- Attendance and participation documented
- Progress monitored and data collected

REMOTE LEARNING K-8-Instructional Groupings

- Student groupings may span across the district and will be appropriate to student need/activity and age
- Dependent upon parent/guardian choices staffing may shift -special educators may be identified to provide instruction to K-4 and 5-8 remote learners
- Possibility for a remote student to be in a small group (2-3) virtually/live with students at school- will dependent upon student needs and schedules
- Consultation to parents/guardians and Remote Learning Teacher

Accommodations-IEP's & 504's

Accommodations in the IEP and 504 Accommodation Plan are identified to provide access to the general education curriculum (documented in the IEP/504).

Accommodations are applicable in the in-person and remote models of instruction.

(A Few) Examples:

- Clarification of directions
- Preferential Seating
- Extended time (tests)
- Review/Preview of concepts
- Audio books (Learning Ally and Bookshare.org)
- Scribe for lengthy written work
- Accommodations for vision issues (specialized equipment)
- **Accommodations for hearing impairments such as an FM unit * (due to mask usage, we have ordered clear masks for teachers who have students with hearing issues/testing FM units for clarity)**

Evaluation/Reevaluation/Child Find

- Parents/guardians worked with the district to formally extend mandatory timelines.
 - Many assessments are not normed for remote testing (ordering a remote cognitive test battery)
- Observation is a component of evaluation/reevaluation
 - Student will be observed regardless of the model (remote learning classroom or in-person classroom) through virtual/live streaming
 - Typically conducted by the psychologist

Evaluation/Reevaluation

- Additional Safety protocols will be put in place for in-person evaluation (plexiglass dividers, PPE and masks/shields worn by the evaluator/student with accommodations)
- Unless a parent requests a further extension, testing will resume when school starts
- District and parent/guardians may agree to reduce the amount of assessment for a reevaluation

All Eligibility Team Meetings will take place virtual/live until further notice to address health and safety priorities

Contact Information:

Mary Emmons, Administrator for Student Services, memmons@lincnet.org

Lynn Fagan, Preschool Coordinator, lfagan@lincnet.org

Naomi Konikoff, Lincoln Coordinator, nkonikoff@lincnet.org

Denise Oldham, Hancorn Coordinator, oldhamd@lincnet.org

If you have further questions, please reach out to us.