

Student Services Update

November 12, 2020

Delivery of Services

Special Educators and Related Services providers are prioritizing

- in-person and live/virtual sessions for the in-person model
 - live/virtual for the parents who have chosen the remote model for their child
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Student Services Staff

- Collaboration/Partnership with all of our parents/guardians of students with disabilities to discuss services. A Special Education Learning Plan has been developed (N1) and sent to parents/guardians.
 - Special education Learning Plans can reflect IEP services in a modified manner (the district is **prioritizing** in-person and/or live virtual sessions-students learn best in this model).
 - Special educators and related service providers are monitoring and addressing possible student regression due to the period of school closure and the recoupment of skills.
 - Accommodations and modification are applied in both models of instruction.
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In-Person Model PK-8 Special Education

- 77% of special education students are receiving in-person services
 - **Special educators** see three classroom cohorts in person (no combining of the cohort student classroom groups)
 - **Tutors** support special education students in their classroom cohort and are also limited to no more than three cohort classroom groups
 - **Related Services providers** (OT,PT, SLP's Social Workers/Psychologists, BCBA) work with students in person (3 cohort classrooms) and virtual/live with other students and rotate to new cohorts after a period of time with 14 days in between the groups (live/virtual during this transition)
 - Student Services faculty complete assessments outside of cohort groups (with additional safety measures)
 - There are times when we have to go beyond the cohort groups (crisis/concerns coverage, testing)
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Remote Learning (PK-8) Special Education

- 23% of our special education students are remote due to family preference
 - One special educator on each campus is assigned to the majority of remote services along with grade level special educators assigned to individual students
 - Students are provided IEP services in live/virtual sessions
 - Students are supported in their remote classrooms by tutors and/or special education providers
 - Related services provide live/virtual sessions and reinforcement materials
 - Accommodations/modifications implemented
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Teachers tell us.....

It has been so wonderful to see how **resilient** our students are. Their ability to be flexible and follow all the new school rules due to the pandemic has been **remarkable**.

The preschool students have been "**happy, engaged and flexible**" which has made them available for learning! Preschoolers are totally **engaged, making friends** and amazing their teachers daily!

Families have been **appreciative and supportive**

Every student I work with made **progress** in reading since last winter. That is quite significant given the interruptions to learning we all had last spring!

Connection and Enthusiasm

Getting back into the classroom after so many months away in some ways **feels like coming home**. Being back in the environment where both teaching and learning comes naturally **feels comfortable and right**.

The students are **HAPPY TO BE LEARNING!**

Students tell us....

“I feel **welcomed and safe** at school”

“They are **good** at making sure **I always get stuff done**”

“**Thank you!**”

“**5th grade is the best year so far!**”

“I am **happy** reading. I am **happy** writing. I like **playing games** with my teacher. Sounding out words is **easy now**”.

I was very “**lonely and had no one to play with**”....”**that doesn’t happen anymore**”

“**I love my teachers so much and I wish I could give them a toy. I love them so much! My teachers let me play and teach me things!**”

My teacher “**is the most helpful teacher and he is very kind and I enjoy being in his class**”

Parents/Guardians tell us....

“With all the craziness going on” the “school was still **able to modify my child's services to make it work**”.

“Learning coaches are doing an **amazing job!!**”

“My child **loves school**”

“I can't begin to say how much we **appreciate everything** that the staff has done to **help** my son since school started this Fall. He has made so much **progress, and loves going to school everyday.**”

“He has been **doing great** in school. Everyone has been very **patient** with him.”

“My son has really been **working so hard**. He is **loving school** and all the **help** from his teachers. I am grateful for all the patience.”

My child “**needed to see her friends**”

The special education **“team is amazing”**. “My child was very nervous to return to school after being home for so long. She was aware that she had regressed in some areas and was worried about how she was going to keep up with the academic demands of being back in school I was amazed at how fast”.....the “special education **team made a connection** with my daughter. It was almost instantaneous that my daughter let her guard down ~ she **was able to show vulnerability, to ask for help**, to take **academic risks**, and to be available to receive the support that she needed.” . The “special education team (tutors, teachers, mental health staff, etc.) are a **special group of educators**. I am so **grateful** to them all.”

”The specialists”..... **“have gone above and beyond** to make sure my child has gotten not only the support that is needed, but also **extra supplies to make remote learning easiest**. They have gathered extra books, fun classroom whiteboards with magnetic words, special bins for storing their classwork, organized binders with plenty of pages to participate as they would in school, as well as an assortment of writing notebooks to **encourage** creative writing. **Because of this support, my child has progressed significantly**. Not only have we, the parents, noticed, but our child has also **felt proud of accomplishments**. We are so **grateful for the enthusiasm & willingness to make a remote situation work in such different circumstances**.”

“My child is **benefiting enormously** from additional support in and outside of the classroom. The **enthusiasm and delight** in school are palpable and **strides in learning are evident**. I also especially appreciate the ways in which **teachers are thinking creatively** about how best to engage students at a time when options are more limited -- **creating opportunities for kids to be out of doors**, for movement, for directing their own learning, for **engaging with one and other**, and, in that process, finding **new joys in learning**.”

“We are in **awe of what our teachers have been able to accomplish this year**. We are so **grateful to them**”. (the special educator)” has made this transition seamless for our son and his **positive attitude** has rubbed off on all of his students.”

“I'm **pleased with remote learning** for “ “Her teacher is **amazing and gives support** when needed. The schedule is organized. She has so much **patience** with the kids & goes above & beyond. **I feel the love & compassion through the screen** when she teaches.”

“Throughout this whole topsy turvy time, the entire special education team has been **creative about trying to support my child**. They continue to know my child well, to see her **strengths, to delight in her successes, to listen to us as parents** with our concerns and ideas, and to be **highly responsive** within the bounds of what's possible under COVID. We are very **grateful** for the whole team!”
